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THE DEVELOPMENT OF A NEW MEASURE OF CREATIVE ABILITIES IN GRADE FIVE CHILDREN

J.L. Ellis

REPORTS

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THE DEVELOPMENT OF A NEW MEASURE OF CREATIVE ABILITIES IN GRADE FIVE CHILDREN

Abstract

The development of the instrument, Solving Real Problems: exercises in productive thinking (SRP), was prompted by the intent to design creative problem solving tasks that would be:

(1) stimulating from the examinee's point of view;
(2) complex;
(3) logically related to creative behavior as it occurs in the examinee's "everyday world";
(4) likely to provide for qualitative indices of originality or creative thinking.

To develop SRP tasks, subjects were first asked to submit examples of what they considered to be "everyday, high-interest problems" expressed in the format of "Something I want to do and why I can't do it." From a pool of problems thus obtained, tasks were selected which appeared to allow for breadth in solution approaches. Attention was also given to ensuring variety in terms of content and apparent difficulty of the problems. Examinees were asked to generate as many different solutions as they could imagine for each problem.

An exploratory approach to the development of scoring protocols for the SRP was utilized in order to provide for the identification of manifestations of creativity that might be idiosyncratic to the age level of subjects in the study or to these kinds of tasks.

Data collected included the SRP, an external criterion of creativity, and measures of ability and personality.

Seven SRP scores were developed: Fluency, Flexibility, Wishing, Personal Capability, Fantasy Factor, Analytic Thinking, and Conceptual Thinking. Stepwise regression analyses revealed considerable overlap between the academic achievement measure and the SRP variables -- Fluency, Flexibility, and Personal Capability -- in predicting to performance on the external criterion. Discriminant function analyses indicated that the SRP variables, Analytic Thinking and Conceptual Thinking, were the most powerful discriminators of the Creative Group (as defined by performance on the external criterion). These two SRP variables were relatively independent of academic achievement. Convergent validity analyses involving the external criterion, the SRP variables, and case study variables supported a dual ability/personality interpretation of the SRP variables, Conceptual Thinking and Analytic Thinking. While most SRP variables provided little information beyond that available from measures of academic achievement, Conceptual Thinking and Analytic Thinking were judged to have promise for further research and development work in the measurement of creativity.

APPENDIX A - SELF-CONCEPT QUESTIONNAIRE

Name ______________________________ Boy ___ Girl ___

School ______________________________

Teacher ______________________________

Date ______________________________

This a chance for you to look at yourself and think about what your strong points are and what your weak points are. This is not a test. Be sure your answers show how you think about yourself.

Instructions to Students

Before you start, here is an example for you to try.

Read number 1 and then answer the question.

EXAMPLE:

	Excellent	Very Good	Better Than Most	OK	Not so Good
Compared with other girls and boys my age, how do I rate myself?					
1. Working on my own.	____	____	____	____	____

The words at the top of each column show what each line stands for. Find the line under the heading that shows your answer. Make an X on that line.

Compared with other girls and boys my age, how do I rate myself?	Excellent	Very Good	Better Than Most	OK	Not so Good
1. Keeping at my work until I get it done.	___	___	___	___	___
2. Being able to read well.	___	___	___	___	___
3. Being able to laugh about things easily.	___	___	___	___	___
4. Listening to someone even when I haven't had a chance to tell my ideas.	___	___	___	___	___
5. Knowing how to solve arithmetic problems.	___	___	___	___	___
6. Wanting to learn about things scientists do.	___	___	___	___	___
7. Learning about people around the world and being interested in them.	___	___	___	___	___
8. Knowing how other people feel when they have troubles or problems.	___	___	___	___	___
9. Seeing small but important facts in solving hard problems.	___	___	___	___	___
10. Being able to talk about my ideas in a group.	___	___	___	___	___
11. Being a good sport.	___	___	___	___	___
12. Making friends easily.	___	___	___	___	___
13. Being able to see things in my mind easily when I want to.	___	___	___	___	___
14. Being able to set my own goals and work toward them.	___	___	___	___	___
15. Working with others to get a job done.	___	___	___	___	___

Compared with other girls and boys my age, how do I rate myself?

	Excellent	Very Good	Better Than Most	OK	Not so Good
16. Being able to talk to teachers easily and feel comfortable with teachers.	___	___	___	___	___
17. Thinking up answers to problems no one else has thought of.	___	___	___	___	___
18. Letting others do their jobs in their own ways and not bossing people around.	___	___	___	___	___
19. Seeing new ways of thinking about things and putting ideas together.	___	___	___	___	___
20. Being able to figure out how to solve a hard problem.	___	___	___	___	___
21. Enjoying funny things people do or say.	___	___	___	___	___
22. Having ideas come quickly and easily.	___	___	___	___	___
23. Being able to tell my ideas in front of other people.	___	___	___	___	___
24. Being able to keep my mind on my work.	___	___	___	___	___
25. Being interested in new things and excited about all there is to learn.	___	___	___	___	___
26. Being willing to tell my ideas when no one else agrees with me.	___	___	___	___	___
27. Liking something in everyone no matter who they are.	___	___	___	___	___
28. Being attractive, good-looking or handsome.	___	___	___	___	___

Compared with other girls and boys my age, how do I rate myself?	Excellent	Very Good	Better Than Most	OK	Not so Good
29. Being able to enjoy jokes and having a sense of humour.	___	___	___	___	___
30. Being cooperative with teachers.	___	___	___	___	___
31. Getting my school work in on time and not getting behind.	___	___	___	___	___
32. Knowing what to do to get the right answer to a problem.	___	___	___	___	___
33. Having high standards for myself.	___	___	___	___	___
34. Seeing important facts that other people miss.	___	___	___	___	___
35. Not expecting everything I do to be perfect.	___	___	___	___	___
36. Letting my imagination go when I want to.	___	___	___	___	___
37. Making up my own mind even if other people don't agree with me.	___	___	___	___	___
38. Understanding other people's feelings.	___	___	___	___	___
39. Being fair to other people even when I don't like them very much.	___	___	___	___	___
40. Thinking of unusual things -- things other people don't think about very much.	___	___	___	___	___
41. Being able to admit my mistakes.	___	___	___	___	___
42. Liking everybody at least a little bit.	___	___	___	___	___
43. Being able to lead my life my own way.	___	___	___	___	___
44. Doing my part in class activities including work jobs and clean-up.	___	___	___	___	___

Compared with other girls and boys my age, how do I rate myself?	Excellent	Very Good	Better Than Most	OK	Not so Good
45. Being able to solve a hard problem by turning it around and seeing it in a new way.	___	___	___	___	___
46. Being able to listen to someone else when I think that what they are saying is all wrong.	___	___	___	___	___
47. Being able to think quickly and easily.	___	___	___	___	___
48. Learning about new things even when other people aren't interested.	___	___	___	___	___
49. Solving problems in ways others haven't tried before.	___	___	___	___	___
50. Being a good sport when I lose in a game.	___	___	___	___	___
51. Being friendly to others.	___	___	___	___	___
52. Taking part in class projects and doing my share.	___	___	___	___	___
53. Having new and original ideas.	___	___	___	___	___
54. Knowing that everyone has a right to be different.	___	___	___	___	___
55. Learning things quickly.	___	___	___	___	___
56. Remebering what I have learned.	___	___	___	___	___
57. Being willing for others to have their way sometimes.	___	___	___	___	___
58. Being confident, not shy or timid.	___	___	___	___	___
59. Being a good student.	___	___	___	___	___
60. Being a leader.	___	___	___	___	___
61. Making other people feel at ease.	___	___	___	___	___
62. Liking school.	___	___	___	___	___
63. Being able to use what I have learned.	___	___	___	___	___

APPENDIX B - TEACHER'S INSTRUCTIONS FOR ADMINISTERING THE SELF-CONCEPT QUESTIONNAIRE

Self-Concept Inventory

Please administer during the week of October 5 - 9.

Administration Instructions

Please introduce the questionnaire with a dialogue such as the sample one provided below.

There is no time limit required. Students may work as fast as they like.

If you anticipate reading difficulties for some of the students, please use whichever of the following procedures seems most reasonable or appropriate:

(A) Identify specific words in the questionnaire which might cause difficulty and review the meaning of these words with the class prior to the use of the questionnaire.

(B) Invite students to ask for your assistance during completion of the questionnaire if they encounter any difficulty with any of the questions.

(C) If exceptional reading difficulties are anticipated for some of the students, take these students to one side and go through the questionnaire orally with them while the rest of the class does it on their own.

If difficulties are anticipated with the 5-point rating scale of "excellent" to "not so good", for practice have students rate themselves on the scale for activities such as the following: singing, running fast, writing neatly, remembering the words to songs I like, being on time, swimming.

Sample Dialogue for Administering the Questionnaire (Distribute booklets.)

Today I have a questionnaire for you to complete. At certain times in the year, many people like to think about their work and how it is going. Some boys and girls your age have found that this questionnaire helps them think about themselves and the things they do. This is a chance for you to look at yourself and decide what your strong points are and what your weak points are. Everyone will have different answers — so be sure that your answers show how you think about yourself.

To fill in the questionnaire, read each item and then answer the question: Compared with other boys and girls my age, how do I rate myself? Let's look at the example on the second page. There are five answers to choose from: excellent, very good, better than most, OK, not so good. Put an X in the space that stands for your answer.

Are there any questions about how to do this? Now go right ahead. Work as fast as you like. Remember to put your name on the front before you hand it in.

APPENDIX C - TEACHER'S INSTRUCTIONS FOR ADMINISTERING THE TORRANCE TASKS

TORRANCE CREATIVITY ACTIVITIES

Please administer during the week of October 12 - 16.

There are 3 Torrance tasks to be administered with a time limit of 10 minutes for each task. There are 2 warm-up activities which you are requested to conduct with the children first as a lead-in to the Torrance tasks.

Description of the Warm-Up Activities

(1) "Add a word." Assuming that children are sitting in rows of about 6 students each (if not, make some physical rearrangements that will facilitate passing sheets of paper within a circuit of about 6 students each) have each student begin with a sheet of lined paper with his/her name at the top. The object of the game is for each circuit of 6 students to generate 6 sentences by each student contributing one word to each of the sentences. To begin, each student puts down a word that can begin a sentence. Then he/she passes the page to the next person who adds the next word to the sentence. This continues until each person gets back their original page with their own name on it. Have some of the sentences read out loud to the class. If the students enjoyed the game and want to try it again you may wish to let them do so.

(2) "Add a line."

(2) "Add a line." In a similar manner to the "add a word" game, each circuit of about 6 students creates 6 pictures by each person contributing a line to each of the pictures. (A line is any mark that can be made on the page without having to lift the pencil off the page, i.e., it can be curved, wavy, or can cross other lines.) If the pictures still look unfinished when each person gets back the page they started with, you may wish to have the pictures go through the circuit a second time.

Sample Dialogue for Administration of Tasks

(Please follow this as closely as possible. For the Torrance tasks themselves you may wish to read the instructions to the students as though you were reading out the directions for a new game.)

"Today we're going to do some activities where we use our imagination and and think of lots of ideas very quickly. The first game is called "add a word". To play this game . . .

(Conduct the add-a-word game.)

"In our next game we make group pictures in the same way we made group sentences. . . .

(Conduct the add-a-line game.)

(Distribute the Torrance tasks face down.)

"Now we have 3 games that you each do by yourself. One of them is with words and the other 2 are with pictures. We only have 10 minutes to spend on each game so try and work very quickly to think of all the ideas you can. On these games, try and think of unusual ideas that no one else will think of. There are no right or wrong answers. Just use your imagination to think of lots of different ideas. If you run out of ideas before 10 minutes is up on a game, just sit and wait and sometimes more ideas will come and you can add those.

First put your name on the blank page that you see in front of you. Put down your full name.

Now turn your booklet over.

For the first game you're going to think about a stuffed toy elephant. It's about 6 inches tall and weighs about half a pound. It's the kind you can get in a dime store for a couple of dollars. Try to think of the cleverest, most interesting and unusual ways of changing this toy elephant so that children would have more fun playing with it. Don't worry about how much the change would cost. Just think about what would make it more fun to play with as a toy. You can use this page and the next one for putting down all your ideas for changes. Go right ahead. I'll tell you when the time is up.
(Allow ten minutes.) Alright turn to the next page.

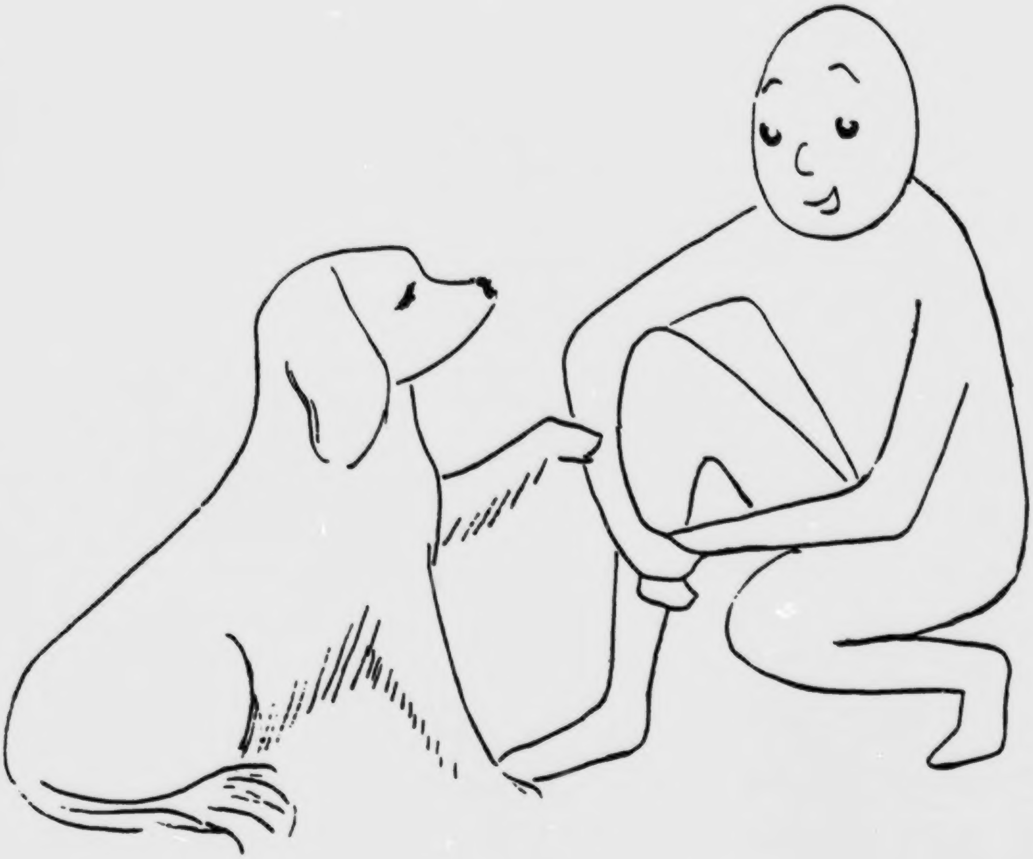
For the next game you're going to make pictures by adding lines to the incomplete figures on this page and the next one. Try to think of a picture or object that no one else will think of. Try to make it tell as complete and interesting a story as you can by adding to and building up your first idea. Make up an interesting title for each drawing and write it at the bottom of each block next to the number of the figure. Work quickly to do as many as you can but don't worry about it if you don't finish all of them. Try to think of things to draw that no one else will. Go right ahead.
(Allow 10 minutes.) (If students seem to be getting fatigued allow a break before doing the last activity -- if necessary, collect the booklets and return them afterward for the last task.)

Turn the page. For the last game, see how many objects or pictures you can make from the circles on this page and the next one. You can use pencils or other drawing materials. The circles should be the main part of whatever you make. You can make marks inside the circles and outside the circles -- wherever you want in order to make your picture. Try to think of things to draw that no one else will think of. Make as many different pictures or objects as you can and put as many ideas as you can in each one. Make them tell as complete and interesting a story as you can. Add names or titles below the objects. Go right ahead. (Allow 10 minutes.) (Allow the children to show some of their drawings to each other before collecting the booklets.)

General Never use the word test. Don't give children examples of responses; if they ask questions just try to repeat the instructions word for word. Thank you!

APPENDIX D - "WHAT'S A REAL PROBLEM?" QUESTIONNAIRE

Something I want to do

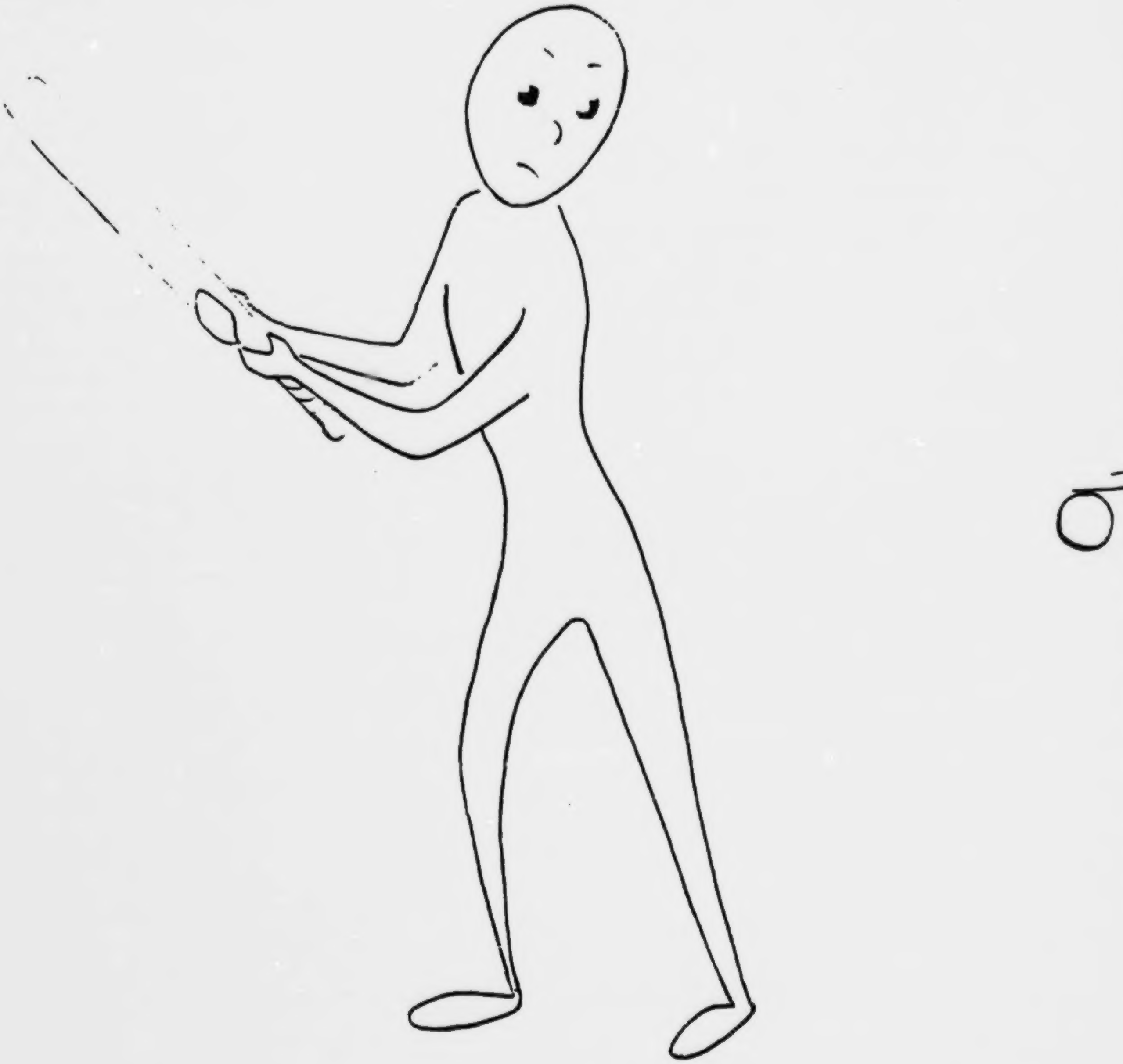


I want to get a dog.

Why I can't do it

My parents don't think it's a good idea.

Something I want to do

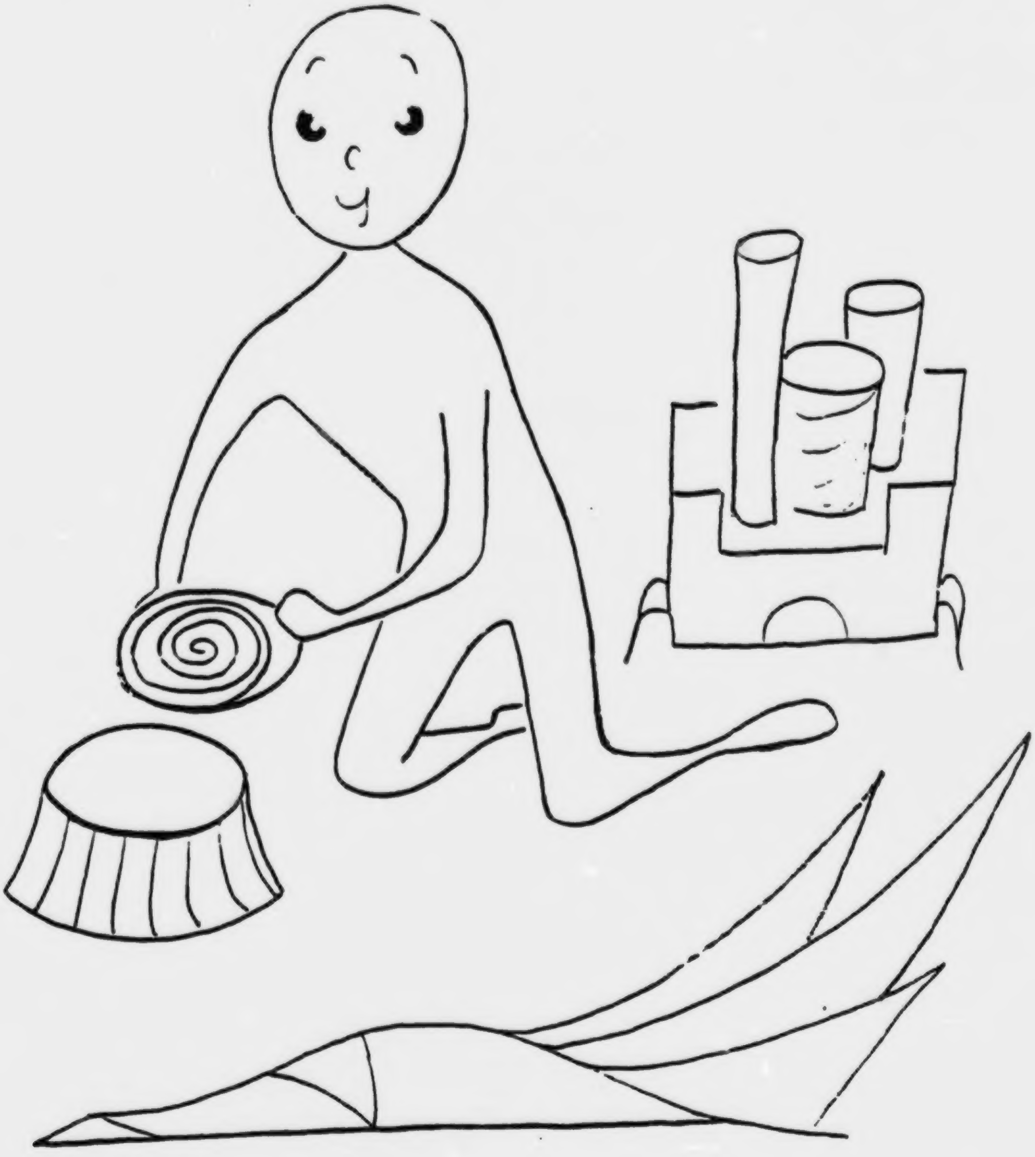


I want to play on the baseball team.

Why I can't do it

My soccer team plays at the same time.

Something I want to do



I want to make a model of a space city.

Why I can't do it

I don't have the materials I need.

Something I want to do

____

____

____

Why I can't do it

____

____

____

Something I want to do

Why I can't do it

Something I want to do

Why I can't do it

APPENDIX E - TEACHER'S INSTRUCTIONS FOR ADMINISTERING THE "WHAT'S A REAL PROBLEM?" QUESTIONNAIRE

"What's a Real Problem?" Questionnaire

Please administer on Thursday, October 1, 1981

There is no time limit reqired. It would be desireable to allow as much time as is required for those students that do seem to have ideas (approximately 15 - 20 minutes.) The students who do not have ideas will usually amuse themselves by coloring or doodling on the drawings. This is fine as it creates a relaxed atmosphere for those students who can think of examples of problems. Some students may appear to put considerable time into drawing illustrations of their examples. This is fine as it may give them the time they need to think of other examples of problems.

Sample Dialogue for Administering the Questionnaire

(Distribute questionnaires.)

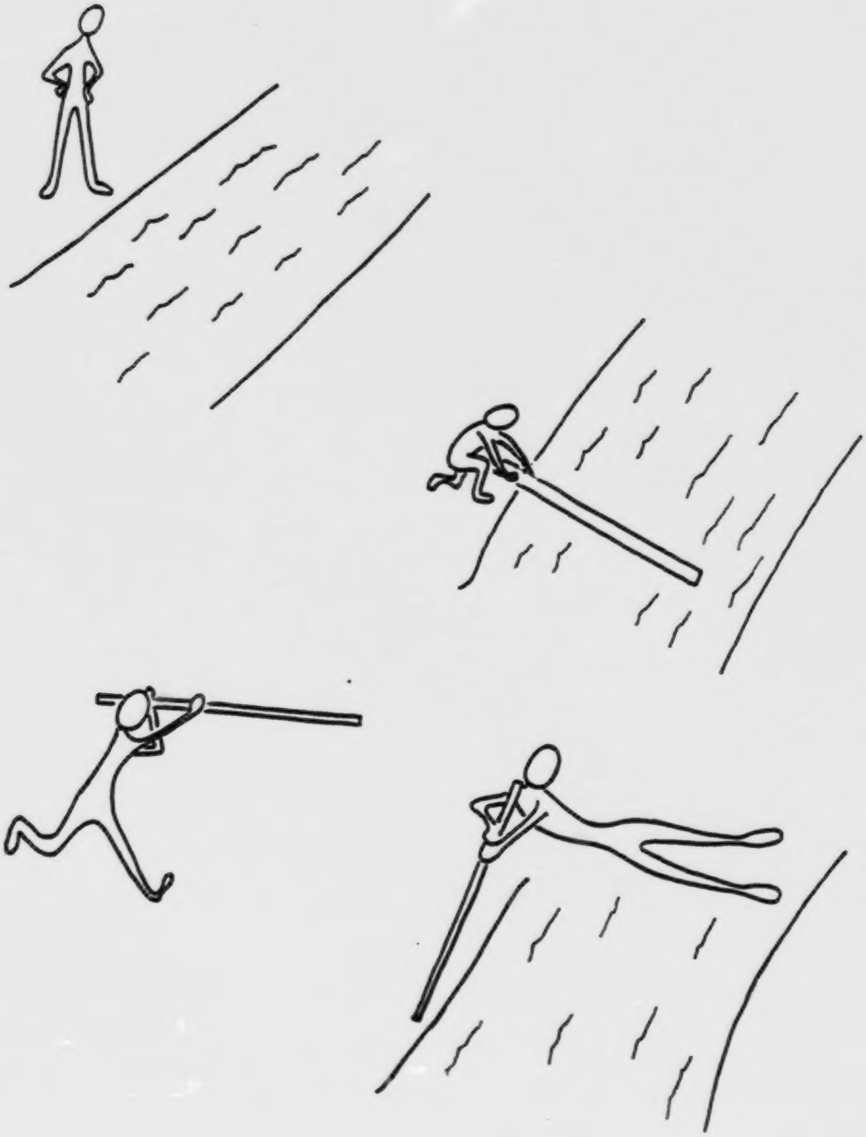
A group of people that are interested in how people do problem solving would like to know what people your age consider real problems to be. This class has been asked to provide examples of what "real" problems are.

They're saying that a problem is when there's something you want to do but there's a reason why you can't do it. On the first 3 pages of this booklet they've given examples of what problems could be. They're asking if each of you can give three examples of problems that you have or that you know your friends have. You can use the last 3 pages of this form to give your examples. You can also make a drawing to illustrate each problem if you wish. Please go ahead. Try and think of 3 problems. You have about 15 minutes.

APPENDIX F - FINAL FORM - SOLVING REAL PROBLEMS: EXERCISES IN PRODUCTIVE THINKING

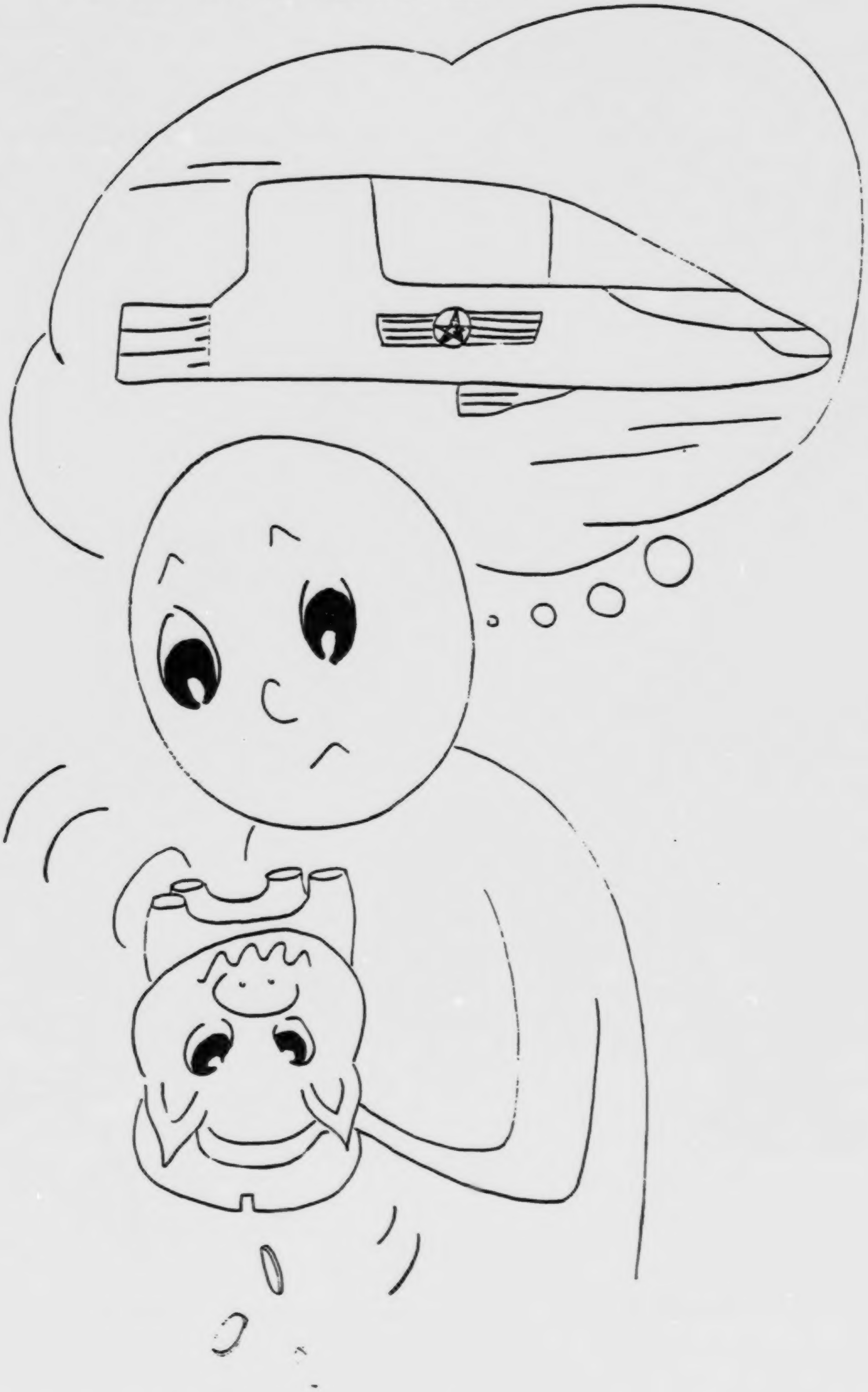
Solving Real Problems

exercises in productive thinking



Name ______________________________

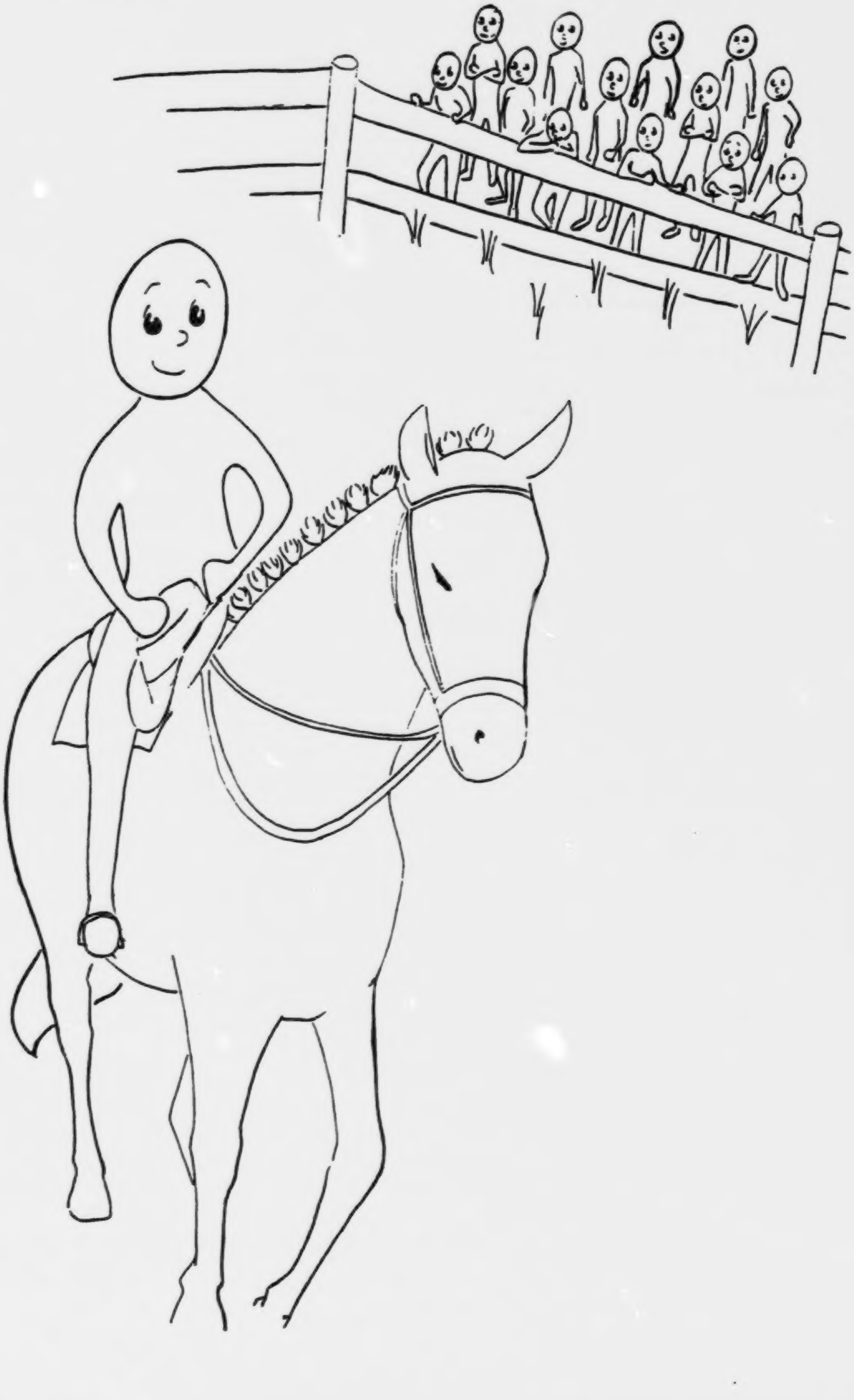
I want to build a model jet
but I don't have the money for a set.



What are all the different things that this person could try to do?

If you need more space please put a check mark here ___ and use the last page in this booklet.

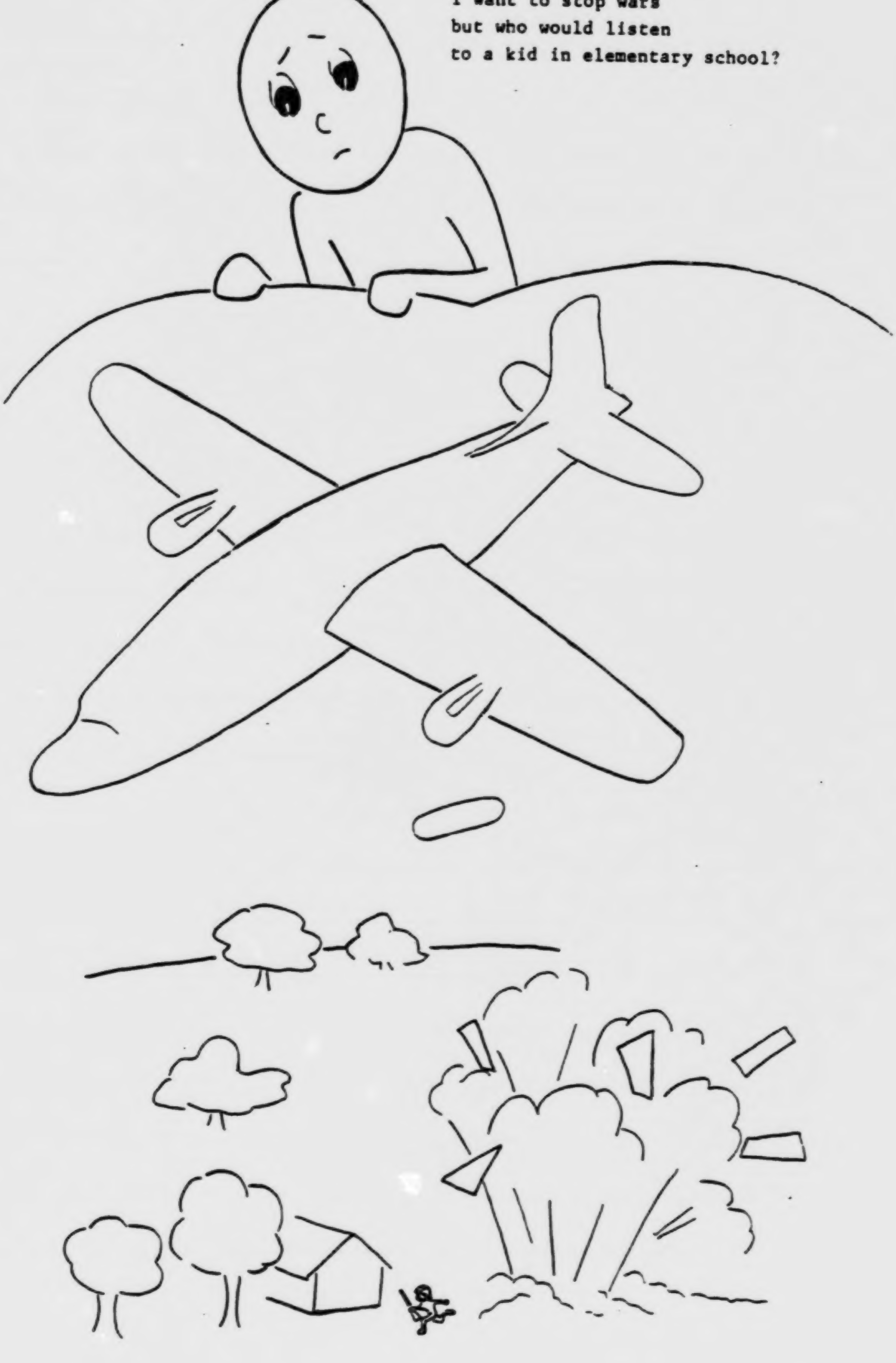
A lot of kids in Kamloops want to have a horse
but their parents can't afford it and they have no place
to keep one.



What are all the different things that these kids could try to do about this problem?

If you need more space please put a check mark here ___ and use the last page in this booklet.

I want to stop wars
but who would listen
to a kid in elementary school?



What are all the different things that this person could try to do?

If you need more space please put a check mark here ___ and use the last page in this booklet.

APPENDIX G - TEACHER'S INSTRUCTIONS FOR ADMINISTERING THE SRP

Procedures for Administration of

"Solving Real Problems: Exercises in Productive Thinking"

Time Requirements

There is no time limit imposed on students for completing the exercise booklet. The time frame described here is provided to enable you to schedule the administration conveniently within the context of other daily activities.

- Almost all students will probably be finished in 30 minutes.
- Some students will be finished in 10 minutes and should have something else to turn their attention to so that they do not distract students who are still writing.
- A few students may wish to continue past 30 minutes and should be allowed to do so.
- If after one hour from the beginning of the exercise, any student is still writing, gently persuade them that what they have done is more than ample and that there is no need to fill every line in the booklet.

Sample Dialogue for Administration of the Exercises

(Please follow this as closely as possible. There are three main parts: introduction; brainstorming warm-up; and clarification of the specific problems in the booklet to ensure comprehension.)

"Our class has been asked to complete a booklet of problem solving exercises. A group of people wish to know how well people your age can solve problems. Do you remember the questionnaire you filled out where you gave examples of what you thought problems were? Well the problems in this booklet have been selected from the ones you gave. There are 3 problems, and for each problem you are asked to suggest all the different ways that someone could try to solve that problem. There are no right or wrong answers. The people that made the booklet just want to see what different ways you can think of or imagine for solving each problem. You should put down any ideas you can think of even if you're not sure they would work.

- First we'll do a practice one together.
  (Distribute the booklets.)
- Look at the pictures on the cover of the booklet. What is the person's problem?
  (Take an answer from the students, then rephrase it if necessary and write on the blackboard: "I want to get across the river.")
- In the pictures that are shown, how does the person try to get across the river?
  (Take answers from students.)
- What are all the other different ways the person could try to get across?
  (Take answers from students and write them on the board in point form, e.g.,

        - use stilts
        - jump
        - find a place where the river is narrower

  After the first few ideas are given, try to take answers fairly rapidly and encourage a feeling of enthusiasm about all of the different ideas being produced. Refrain from criticizing or even commenting on the feasibility of the ideas put forward. Continue until no more ideas are forthcoming.)
- Those were very good. Now turn to the first page of the booklet and let's look at the first problem. What is the person's problem?
  (Take an answer from a student and make sure it contains the whole idea, i.e., includes the reason why the person can't make the model jet. The turn to the second problem and have one of the students say out loud what that problem is. Make sure the student mentions both aspects of the problem, i.e, both the 'no place to keep it' and 'can't afford it' parts.)
- That's right (in response to a student's verbalization of the second problem). The problem is always written above the picture. On the lined page facing the picture write down all the different things the person could try to do about the problem. If you need more space there are two extra pages at the end of the booklet. You can print or write, use pen or pencil. You can write your ideas in point form like I did on the blackboard. You don't need to make full sentences. Don't write a story. If there's anything you don't understand just raise your hand. Please go ahead. Try to think of all the different ideas you can.

(After 10 or 15 minutes be sure to walk around the class. If you see that students appear puzzled by the war problem, reassure them with the following statement: "Put down all the things the person could consider or imagine trying to do, even if you're not sure how he or she would actually do them.")

(Finally, please make sure all students put their name in full on the front of the booklet.)

Some Don't's

Please refrain from calling this a test. Just refer to it as "the booklet", "a set of exercises", "some problems to solve".

There is no need to use the word, 'creativity', or 'creative problem solving'. Just put the stress on 'all the different things a person could try to do' and 'using your imagination'.

Thank you!

APPENDIX H - DESCRIPTION OF INITIAL CODING AND SCORING SYSTEM FOR SRP TASKS

Task 1 - Jet Problem

> "I want to build a model jet but I dont't have the money for a set. What are all the different things that this person could try to do?"

The coding of responses to the jet problem provided for the computation of scores for:

Fluency,

Flexibility(a),

Flexibility(b),

Use of Wishing/Fantasy,

Fantasy Factor, and

Personal Capability.

Fluency. To compute a Fluency score, one point was credited for each non-redundant response. Where a subject had provided a long list of similar ideas, e.g., "Earn money by: cutting lawns, raking leaves, sweeping sidewalks, trimming hedges, pulling weeds, watering lawns", the fluency count was limited to three for such a list.

Flexibility(a). To compute the Flexibility(a) score, one point each was credited for the use of any of the following five general approaches to the problem.

(1)Ways to raise money to buy the set.

(2)Substitute other materials to make the jet.

(3)Ways to reduce the cost of the set.

(4)Ways to get the set using only available funds.

(5)Get something else or do something else.

Flexibility(b). To compute the Flexibility(b) score, one point each was credited for the use of any of the following nine general approaches to raising money.

(1)Ask for the money.
(2)Borrow the money.
(3)Save/wait for the money.
(4)Look for the money.
(5)Take money out of the bank.
(6)Earn money by doing odd jobs.
(7)Get a regular job.
(8)Sell things.
(9)Start a business venture.

Use of Wishing/Fantasy. To compute a score for the characteristic, Wishing, one point each was credited for the following kinds of responses.

Get a money tree.
Follow a rainbow.
Wish on a star.
Step on a coin and make more money.

Fantasy Factor. To compute a Fantasy Factor score, one point each was credited for any of the following kinds of responses.

Rob a bank.
Hold a cat up for ransom.
Steal it.
Make counterfeit money.

Personal Capability. To compute a Personal Capability score, one point each was credited for responses that suggested that the subject perceived himself/herself as:

being able to do something difficult;
being able to influence other people;
or being able to be lucky.

The following are examples of such responses.

Tell your Dad to bet on a certain horse.
Have a ballgame and charge 5 cents per person.
Save a person and be rewarded.
Be smart in school and win money.
Bet your friend that you'll get so many goals in a hockey game.
Play cards for money.
Make a world's record.
Buy small things and sell them to a friend for more than you paid for them.
Ask for a raise in your allowance.
Learn some magic and put on a show in a store.

Task 2 - Horse Problem

> "A lot of kids in our city want to have a horse but their parents can't afford it and they have no place to keep one. What are all the different things that these kids could try to do about this problem?"

The coding of responses to the horse problem provided for the computation of scores for:

Fluency,

Flexibility,

Use of Wishing/Fantasy,

Fantasy Factor,

Personal Capability, and

Give Up.

Fluency. To compute a Fluency score, one point was credited for each non-redundant response. Where a subject had provided a long list of similar ideas, e.g., "Earn money by: cutting lawns, raking leaves, sweeping sidewalks, trimming hedges, pulling weeds, watering lawns", the fluency count was limited to three for such a list. No fluency credits were given for the suggestion, "Forget about it," or for comments which did not address the problem, e.g., "If you go on holidays the horse will starve."

Flexibility. To compute a Flexibility score, one point each was credited for the use of any of the following six general approaches to the problem.

(1)Suggestions about where to keep the horse or how to get a place for it.

(2)Ways to raise money for the horse.

(3)Ways to get access to a horse.

(4)Pooling the efforts or resources of all interested kids.

(5)Ways to get the horse free or for less cost.

(6)Using the horse or the "place to keep it" to generate funds to pay for either.

Use of Wishing. To compute a score for the characteristic, Wishing, one point each was credited for the following kind of response.

Wish for one.

Fantasy Factor. To compute a score for the characteristic, Fantasy Factor, one point each was credited for the following kinds of responses.

Steal a horse.

Make counterfeit money.

Rob a bank.

Borrow one and take off with it.

Personal Capability. To compute a score for the characteristic, Personal Capability, one point each was credited for the following kinds of responses.

Make bets sometimes.

Get all your relatives to put together the money they would otherwise spend on your birthday and Christmas presents.

Go on a TV show to earn money.

Give Up. To compute a score for the characteristic, Give Up, one point each was credited for suggestions of alternate activities such as the following.

Get a picture of one.

Get a statue of a horse.

Get a dog instead.

Task 3 - War Problem

> "I want to stop wars but who would listen to a kid in elementary school? What are all the different things that this person could try to do?"

There were 13 categories of responses that represented different general approaches to the problem and that were used in computing a Flexibility score. There were another seven categories of responses that represented different characteristics. These categories did not add to a Flexibility score.

Fluency. To compute a Fluency score, one point each was credited for each non-redundant response.

Flexibility. To compute a Flexibility score, one point each was credited for the use of any of the following 13 general approaches to the problem.

1. Talk to people. e.g.,

Tell other kinds of people how you feel about it.

Talk about it in school.

Talk about it with your friends and relatives.

2. Tell key people. e.g.,

Talk to/tell/write the president/prime minister/ governor/mayor/government.

3. Communicate. e.g.,

Make signs.

Get a bullhorn.

Use TV, newspaper, radio.

4. Organize. e.g.,

Start up a club.

Form a union.

Get other friends/adults/the whole school involved.

5. Make war equipment unavailable. e.g.,

All variations of take away, hide, destroy war equipment.

6. Communicate with the army. e.g.,

All variations of asking or talking to people within the fighting armies/navies.

7. Taking a personal effort or action. e.g.,

If you ever get called to war, don't go.

Keep up in school and you may have time to do research on past wars.

Find out from the President what it would take to stop the wars.

8. Use influential people. e.g.,

Ask important people if they could stop wars.

Ask someone who knows the President.

Write letters to people who work for people that are well known.

Talk to people who are famous.

9. Change things. (Responses which appeared to focus on one possible cause/contributor to wars.) e.g.,

Share with other countries.

Get other countries to know each other better.

Make them be friends.

Try to be nice to people in other countries and earn a good reputation for your country.

Try to make them share.

Don't fight with your friends and maybe it will keep going so nobody will fight anymore.

Be nice to people and maybe it will catch on.

10. Restructure the situation. (Responses that suggest permanent changes that, almost by definition, would imply no wars.) e.g.,

Join nations and there wouldn't be so many wars.

Have a vote between both of the cities instead of a fight.

Make it a law that there isn't allowed to be wars.

Just don't have provinces, have all one state.

All have the same religion.

Make peace a law.

In each country, get rid of the office where the guy works that sends out the orders for the wars.

11. Intervention. (These are one-shot attempts to get sides to refrain from fighting.) e.g.,

Get the world leaders to sit down at a table together and talk to them.

Find a place where people will fight and tell one army to leave the base.

12. Use of force, destruction, or threats. e.g.,

Kill the men who are fighting for the other side of us.

Blow up the world.

Kill everybody.

Kill them at their base.

13. Fantasy Analogy. e.g.,

Invent a machine that makes people good.

Make the ground out of sponge.

Get a machine that ages people so you make every 18-23 year-old person 40 years old.

Bring back people from the dead who were good at solving these problems.

Put something in front of the sun like a big piece of black paper and then it would be dark so nobody could see and they couldn't fight.

Get a magician to turn weapons into harmless things like animals.

Make it so that no one will think of wars.

Spray stuff in the air that will make everyone think of nice stuff not wars and fighting.

Make a big force field between all of the countries.

Other Characteristics

The following categories were scored (one point for each response in a category to be credited to that category) but were not used to add further to the Flexibility score. (Some responses were credited for both "flexibility categories" and "characteristric categories", e.g., responses for (19) were also credited for (12).)

14. Use of a Trick. e.g.,

Get white flags and shine them at the enemy and at the same time be dressed like the other army.

Get on the phone and make your voice sound like the president.

15. Personal Capability. e.g.,

Grow up to be president.

Become president and solve everything.

Tell a speech in front of your school.

16. Use of Wishing/Prayer. e.g.,

Tell God about it.

If you had 3 wishes, wish for an end to war.

17. Expression of an Emotional Response. e.g.,

Hide under the bed until the war stops.

18. Fantasy. e.g.,

Turn into a big scary monster and scare them all.

19. Use of a Tactical Plan. e.g.,

Assassinate all the presidents.

Kill everyone except one male and one female.

Kill all the army captains.

20. Ways to cope with the occurrence of wars. e.g.,

If you just can't stop the wars join the army and help the army, it may be a lot of fun.

Keep high spirits and don't let it bother you to disaster.

APPENDIX I - TEST CHARACTERISTICS FOR THE INITIAL SCORES DEVELOPED FOR THE SRP TASKS

Legend

The following is a legend for the code names used for scores in the tables in this appendix.

Proposal Activity

Product	Score for the Proposal Activity, i.e., the external criterion of creativity in the study.

Jet Problem

Flujet	Fluency score.
Flexjet	Flexibility(a) score.
Flexjet2	Flexibility(b) score.

The following are the codes for the five main approaches to the jet problem. They are listed in the same order in which they appear in Appendix G.

Getmon
Substi
Reduce
Usevail
Getelse

The following are the codes for the nine general approaches to raising money for the set. They are listed in the same order in which they appear in Appendix H.

Ask
Borrow
Save
Lookfor
Bank

Earn	
Job	
Sell	
Business	
Wishjet	Score for Use of Wishing/Fantasy.
Illegjet	Score for Fantasy Factor.
Powerjt	Score for Personal Capability.

Horse Problem

Fluhrs	Fluency score.
Flexhrs	Flexibility score.

The following are the codes for the five main approaches to the horse problem. They are listed in the same order in which they were presented in Appendix H.

Ordfund	
Access	
Pooling	
Frecheap	
Combin	
Wishhs	Score for Use of Wishing.
Illeghs	Score for Fantasy Factor.
Powerhs	Score for Personal Capability.
Doelse	Score for Give Up.

War Problem

Fluwar	Fluency score.
Flexwar	Flexibility score.

The following are the codes for the 13 different general approaches that were credited for a Flexibility score. They are listed in the same order in which they appeared in Appendix H.

Talk
Key
Communi
Organiz
Warequi
Comarmy
Personl
Influen
Change
Restruc
Interv
Force
Analogy

The following are the codes for the seven categories of responses that represented different characteristics. They are listed in the same order in which they appeared in Appendix H.

Trick
Powerwr
Wishwr
Regress
Fantasy
Tacticl
Coping

Table 29 - Means, Standard Deviations, Range, and Percentage Frequencies for Initial SRP Scores

Score	Mean	S.D.	Min	Max	% of Subjects Obtaining a score >0
Product	2.83	1.34	1	6	100
Flujet	8.57	5.01	1	33	100
Flexjet	1.69	.84	1	4	100
Flexjt2	3.62	1.48	1	8	100
Getmon	6.81	4.52	1	28	100
Substi	.38	.62	0	2	31
Reduce	.11	.38	0	3	10
Usevail	.14	.38	0	2	13
Getelse	.20	.56	0	4	14
Ask	1.33	1.25	0	7	71
Borrow	.45	.64	0	3	37
Save	.55	.76	0	4	43
Lookfor	.12	.38	0	3	10
Bank	.11	.33	0	2	11
Earn	1.88	2.08	0	15	75
Job	.54	.84	0	7	41
Sell	.67	1.21	0	10	42
Business	.55	1.02	0	9	34
Wishjet	.15	.55	0	3	8
Illegjt	.40	.88	0	4	21
Powerjt	.91	1.76	0	16	40
Fluhrs	4.96	3.16	0	16	97
Flexhrs	2.10	.99	0	5	96
Ordfund	1.58	1.78	0	9	67
Access	.80	1.11	0	6	45
Pooling	.11	.34	0	2	10
Frecheap	.16	.41	0	2	14
Combin	.02	.13	0	1	2
Wishhs	.19	.53	0	3	14
Illeghs	.19	.53	0	3	13
Powerhs	.42	.85	0	6	29
Doelse	.20	.65	0	6	13
Fluwar	3.24	2.40	0	13	95
Flexwar	2.30	1.40	0	7	95
Talk	.31	.69	0	4	21
Key	.46	.71	0	4	36
Communi	.49	.97	0	7	30
Organiz	.22	.56	0	4	17
Warequi	.25	.67	0	5	16

Comarmy	.19	.44	0	3	17
Personl	.50	1.00	0	9	33
Influen	.18	.44	0	3	16
Change	.07	.31	0	2	6
Restruc	.03	.16	0	1	2
Interv	.13	.45	0	4	10
Force	.23	.66	0	6	16
Analogy	.07	.38	0	4	4
Trick	.07	.28	0	2	6
Powerwr	.32	.68	0	5	24
Wishwr	.12	.40	0	3	9
Regress	.03	.16	0	1	2
Fantasy	.02	.14	0	1	2
Tacticl	.03	.18	0	2	2
Coping	.15	.46	0	4	12

Notes.
N=242 for SRP scores.
N=224 for Product score.

Table 30 - Pearson Product-Moment Intercorrelations Among Proposal and the Initial SRP Scores

The intercorrelations are presented on the following pages.

N=242 for SRP score intercorrelations.

N=214 for correlations between SRP scores and Product.

In this table, Product is the code name for Proposal.

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- - - - - - - - - - - - - P E A R S O N   C O R R E L A T I O N   C O E F F I C I E N T S - - - - - - - - - - - - -

           PRODUCT     FLUJET      FLEXJET     FLEXJT2     GETMON      SUBSTI      REDUCE      USEVAIL     GETELSE     ASK

PRODUCT     1.0000     0.1828*     0.2373**    0.2435**    0.1403      0.1419      0.1277      0.1807*     0.1084      0.0625
FLUJET      0.1828*    1.0000      0.1736*     0.6097**    0.9000**    0.0743      0.2634**    0.1288      0.0319      0.2593**
FLEXJET     0.2373**   0.1736*     1.0000      0.0870     -0.0576      0.5719**    0.4236**    0.4183**    0.5029**    0.2203**
FLEXJT2     0.2435**   0.6097**    0.0870      1.0000      0.6033**   -0.0212      0.1298      0.1326     -0.0179      0.2270**
GETMON      0.1403     0.9000**   -0.0576      0.6033**    1.0000     -0.1074      0.1810*     0.0248     -0.1389      0.1578*
SUBSTI      0.1419     0.0743      0.5719**   -0.0212     -0.1074      1.0000      0.0132     -0.0340      0.0699      0.1388
REDUCE      0.1277     0.2634**    0.4236**    0.1298      0.1810*     0.0132      1.0000      0.0927      0.0923      0.1249
USEVAIL     0.1807*    0.1288      0.4183**    0.1326      0.0248     -0.0340      0.0927      1.0000      0.1612*     0.0764
GETELSE     0.1084     0.0319      0.5029**   -0.0179     -0.1389      0.0699      0.0923      0.1612*     1.0000      0.1087
ASK         0.0625     0.2593**    0.2203**    0.2270**    0.1578*     0.1388      0.1249      0.0764      0.1087      1.0000
BORROW      0.1739*    0.1104      0.0345      0.3677**    0.1082     -0.0536      0.0685      0.0311     -0.0284     -0.0141
SAVE        0.1663*    0.1774*     0.0838      0.3433**    0.1827*     0.0876      0.0040      0.0782      0.0673      0.0060
LOOKFOR     0.0923     0.2113**    0.0735      0.2863**    0.1770*    -0.0470     -0.0036      0.2019**   -0.0698      0.2171**
BANK        0.0210     0.1550*     0.0654      0.2937**    0.1511*     0.0974     -0.0004     -0.0262     -0.0535      0.1327
EARN       -0.0497     0.5137**   -0.2070**    0.2496**    0.6275**   -0.1860*    -0.0630     -0.1307     -0.0912     -0.1581*
JOB         0.0479     0.2887**   -0.0866      0.2752**    0.3003**   -0.0842      0.2314**    0.0226     -0.0785      0.0440
SELL        0.1162     0.5808**    0.0711      0.3583**    0.6116**    0.0002      0.0896      0.0905     -0.0144     -0.0905
BUSINESS    0.0046     0.5777**   -0.0907      0.3612**    0.6418**   -0.0833      0.0994     -0.0286     -0.1127     -0.1144
WISHJET    -0.0686     0.2402**    0.0551      0.0196      0.0430      0.0776      0.0198     -0.0011     -0.0563      0.1463
ILLEGJT    -0.0515     0.1914*    -0.0108      0.0326     -0.0135      0.0162      0.0522     -0.0446     -0.0781      0.1770*
POWERJT     0.1935*    0.6190**   -0.0070      0.2092**    0.5612**   -0.0347      0.2475**    0.0986     -0.0971     -0.0134
FLUHRS      0.1993*    0.4902**    0.2373**    0.4543**    0.3664**    0.1670*     0.1022      0.0877      0.1894*     0.1525*
FLEXHRS     0.2802**   0.2699**    0.2994**    0.3264**    0.2031**    0.2343**    0.1504*     0.1514*     0.1848*     0.1465
ORDFUND     0.0786     0.3931**    0.1011      0.3526**    0.3347**    0.0658      0.0574      0.0559      0.0336      0.0418
ACCESS      0.1666*    0.0306      0.2198**    0.1767*    -0.0158      0.1311      0.1137      0.0378      0.1522*     0.1681*
POOLING     0.1175     0.1858*     0.0774      0.1513*     0.1968*     0.0146      0.0320      0.1977*     0.0141      0.1083
FRECHEAP    0.0645    -0.0330      0.1804*    -0.0137     -0.1089      0.2000**    0.0443      0.0930      0.0956      0.0576
COMBIN      0.0368     0.0240      0.0092      0.0777      0.0413     -0.0275      0.1344     -0.0477     -0.0464      0.0177
WISHHS      0.0340     0.1678*     0.1745*     0.0699      0.0591      0.0872      0.0617     -0.0066      0.1269      0.1382
ILLEGHS     0.0254     0.0700      0.0548     -0.0300     -0.0820      0.0366      0.0410      0.0138      0.0430      0.1007
POWERHS     0.0960     0.3326**    0.1131      0.2410**    0.2360**    0.1444      0.0210      0.0722     -0.0283      0.0793
DOELSE      0.0997     0.0150      0.0766     -0.0050     -0.0939      0.0038     -0.0417      0.0185      0.3456**    0.0092
FLUWAR      0.2666**   0.3995**    0.2842**    0.3649**    0.2871**    0.1783*     0.1458      0.1493      0.2263**    0.2699**
FLEXWAR     0.2634**   0.3369**    0.2544**    0.3647**    0.2447**    0.1142      0.1895*     0.1389      0.1908*     0.2438**
TALK        0.0900     0.1197      0.1385      0.1140      0.0967      0.1080     -0.0076      0.0207      0.0530      0.0714
KEY         0.0207     0.1138      0.2355**    0.1430      0.0935      0.0871      0.1200     -0.0222      0.1173      0.0873
COMMUNI     0.0651     0.0885      0.1414      0.1237      0.0124      0.1516*    -0.0260      0.0927      0.2802**    0.1020
ORGANIZ     0.1496     0.1548*     0.0327      0.1737*     0.1767*    -0.0304      0.1767*     0.1047      0.0038     -0.0229
WAREQUI     0.0563     0.0727      0.0265      0.0507      0.0126     -0.0082      0.0051      0.0907      0.0235      0.0858
COMARMY    -0.0461     0.0812      0.1111      0.0848      0.0091      0.0751      0.0497      0.1154      0.0013      0.1070
PERSONL     0.1095     0.1981**    0.0797      0.0593      0.1759*     0.1040      0.0289      0.0015      0.0463      0.0878

* - SIGNIF. LE .01      ** - SIGNIF. LE .001          (99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED)
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FILE    NONAME    (CREATION DATE = 06/03/83)

- - - - - - - - - - - - -P E A R S O N   C O R R E L A T I O N   C O E F F I C I E N T S- - - - - - - - - - - - -

            PRODUCT    FLUJET     FLEXJET    FLEXJT2    GETMON     SUBSTI     REDUCE     USEVAIL    GETELSE    ASK

INFLUEN     0.2001*    0.2246**   0.0258     0.2122**   0.2796**  -0.0510     0.1047     0.1214     0.0079    -0.0091
CHANGE      0.1618*    0.2232**   0.0413     0.1273     0.1837*    0.0255     0.1438     0.0521     0.0591     0.0766
RESTRUC     0.1394     0.0189     0.0271     0.0595    -0.0052     0.1178    -0.0475     0.0806    -0.0091     0.1287
INTERV      0.0767     0.0462    -0.0915     0.1363     0.0626    -0.0716    -0.0357    -0.0086    -0.0356     0.1460
FORCE      -0.0023     0.0382    -0.0743     0.0645    -0.0122    -0.0093    -0.0023    -0.0779    -0.0783     0.0294
ANALOGY     0.1932*    0.0822    -0.0522     0.1042     0.0675    -0.0192    -0.0518     0.1640*   -0.0622     0.0150
TRICK      -0.0591     0.0703    -0.0884     0.0715     0.0523    -0.0261    -0.0704    -0.0483     0.0486    -0.0034
POWERWR    -0.0030     0.1489     0.1079    -0.0183     0.0777     0.1169     0.0883    -0.0291     0.0962     0.2045**
WISHWR      0.1211     0.1877*    0.1676*    0.1032     0.0783     0.0733     0.0517     0.0830     0.1386     0.1641*
REGRESS     0.0140     0.0401     0.1217     0.0235     0.0301     0.0312     0.0944     0.0109     0.0388    -0.0210
FANTASY     0.0538    -0.0573    -0.1190    -0.0606    -0.0778    -0.0900    -0.0432    -0.0535    -0.0519    -0.0153
TACTICL     0.1852*   -0.0204    -0.1128    -0.0108    -0.0198    -0.0853    -0.0410    -0.0507    -0.0492     0.0003
COPING      0.1183    -0.0147     0.1603*    0.0706    -0.0514    -0.0639     0.1237     0.1212     0.1157     0.0471

* - SIGNIF. LE .01      ** - SIGNIF. LE .001           (99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED)
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- - - - - - - - - - - - - -P E A R S O N   C O R R E L A T I O N   C O E F F I C I E N T S- - - - - - - - - - - - -

             BORROW     SAVE       LOOKFOR    BANK       EARN       JOB        SELL       BUSINESS   WISHJET    ILLEGJT

PRODUCT      0.1739*    0.1663*    0.0923     0.0210    -0.0497     0.0479     0.1162     0.0046    -0.0686    -0.0515
FLUJET       0.1104     0.1774*    0.2113**   0.1550*    0.5137**   0.2887**   0.5808**   0.5777**   0.2402**   0.1914*
FLEXJET      0.0345     0.0838     0.0735     0.0654    -0.2070**  -0.0866     0.0711    -0.0907     0.0551    -0.0108
FLEXJT2      0.3677**   0.3438**   0.2863**   0.2937**   0.2496**   0.2752**   0.3583**   0.3612**   0.0196     0.0326
GETMON       0.1082     0.1827*    0.1770*    0.1511*    0.6275**   0.3003**   0.6116**   0.6418**   0.0430    -0.0135
SUBSTI      -0.0536     0.0876    -0.0470     0.0974    -0.1860*   -0.0842     0.0002    -0.0833     0.0776     0.0162
REDUCE       0.0685     0.0040    -0.0036    -0.0004    -0.0630     0.2314**   0.0896     0.0994     0.0198     0.0522
USEVAIL      0.0311     0.0782     0.2019**  -0.0262    -0.1307     0.0226     0.0905    -0.0286    -0.0011    -0.0446
GETELSE     -0.0284     0.0673    -0.0698    -0.0535    -0.0912    -0.0785    -0.0144    -0.1127    -0.0563    -0.0781
ASK         -0.0141     0.0060     0.2171**   0.1327    -0.1581*    0.0440    -0.0905    -0.1144     0.1463     0.1770*
BORROW       1.0000    -0.0164     0.0429     0.0585     0.0266    -0.0313    -0.0040    -0.0087     0.1060    -0.0832
SAVE        -0.0164     1.0000     0.0971     0.1381    -0.0467    -0.0060     0.1136     0.0078    -0.0463    -0.1049
LOOKFOR      0.0429     0.0971     1.0000     0.0957    -0.0512     0.0518    -0.0258    -0.0256     0.0564     0.1580*
BANK         0.0585     0.1381     0.0957     1.0000    -0.0053     0.0075    -0.0124     0.0144    -0.0234     0.0454
EARN         0.0266    -0.0467    -0.0512    -0.0053     1.0000    -0.0572     0.2961**   0.3785**   0.0079    -0.1190
JOB         -0.0313    -0.0060     0.0518     0.0075    -0.0572     1.0000     0.0592     0.1393    -0.0483    -0.0231
SELL        -0.0040     0.1136    -0.0258    -0.0124     0.2961**   0.0592     1.0000     0.4558**  -0.0265     0.0181
BUSINESS    -0.0087     0.0078    -0.0256     0.0144     0.3785**   0.1393     0.4558**   1.0000     0.0016    -0.0337
WISHJET      0.1060    -0.0463     0.0564    -0.0234     0.0079    -0.0483    -0.0265     0.0016     1.0000     0.2358**
ILLEGJT     -0.0832    -0.1049     0.1580*    0.0454    -0.1190    -0.0231     0.0181    -0.0337     0.2358**   1.0000
POWERJT     -0.0357    -0.0173     0.1396     0.0025     0.1584*    0.3629**   0.2501**   0.3006**   0.0909     0.0412
FLUHRS       0.1091     0.1319     0.1946*    0.2808**   0.2237**   0.1901*    0.1154     0.1574*    0.1594*    0.1359
FLEXHRS      0.1698*    0.0581     0.0923     0.1336     0.0619     0.0787     0.0816     0.0964    -0.0109    -0.0248
ORDFUND      0.0368     0.1509*    0.1941*    0.2640**   0.3031**   0.0870     0.1346     0.1291     0.0382     0.1250
ACCESS       0.0518     0.0183     0.0654     0.0393    -0.0871     0.0817    -0.0584    -0.0405     0.0087    -0.0858
POOLING      0.0755     0.0527     0.0281    -0.0375     0.0651     0.0510     0.1088     0.1574*   -0.0004    -0.0389
FRECHEAP     0.0728    -0.1237     0.0661     0.0199    -0.1721*    0.0369    -0.0940    -0.0737     0.0772     0.0613
COMBIN      -0.0400     0.0780     0.0459    -0.0441     0.0540    -0.0447    -0.0186     0.0575     0.0240    -0.0589
WISHHS       0.0844     0.0047     0.0367     0.0942     0.0194    -0.0202    -0.0341     0.0097     0.3726**   0.0437
ILLEGHS     -0.0254    -0.0570     0.0981    -0.0952    -0.1262    -0.0482    -0.0213    -0.0896     0.1601*    0.6069**
POWERHS      0.0954     0.0281     0.1949*    0.0833     0.1024     0.0945     0.0213     0.1193     0.2202**   0.1439
DOELSE      -0.0485     0.0610    -0.0613    -0.0477    -0.0650     0.0735    -0.0472    -0.0556     0.1816*   -0.0405
FLUWAR       0.0912     0.1347     0.2342**   0.1509*    0.0695     0.1976*    0.1924*    0.0062     0.1214     0.1883*
FLEXWAR      0.1439     0.0970     0.1851*    0.1353     0.0746     0.1967*    0.1116     0.0100     0.0557     0.1282
TALK         0.0665     0.0675     0.0505     0.0459     0.1487    -0.0488     0.0040    -0.0280     0.0076     0.0307
KEY          0.2189**   0.0617     0.0042     0.3148**  -0.0512     0.0622     0.0670     0.0089    -0.0782     0.0060
COMMUNI      0.0127     0.1419     0.0590    -0.0166    -0.0025     0.0414     0.0171    -0.0479     0.0413    -0.0034
ORGANIZ      0.0685     0.0835     0.0536    -0.0006     0.1074     0.0973     0.0710     0.0822    -0.0274    -0.0556
WAREQUI     -0.0174    -0.0636     0.1484    -0.0511    -0.0510     0.0951    -0.0073     0.0063     0.1142     0.1828*
COMARMY      0.0580    -0.0691     0.0694     0.1430    -0.0398     0.0884    -0.0647    -0.0253     0.1255     0.1170
PERSONL     -0.0623     0.1018     0.0013    -0.0049    -0.0062     0.0822     0.3163**   0.0288     0.0011     0.0418

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            BORROW     SAVE       LOOKFOR    BANK       EARN       JOB        SELL       BUSINESS   WISHJET    ILLEGJT

INFLUEN      0.1294     0.1181     0.1978**   0.0058     0.1842*    0.0549     0.1240     0.1688*   -0.0750    -0.1402
CHANGE      -0.0007    -0.0504    -0.0029    -0.0415     0.0655     0.2483**   0.0545     0.0280     0.0326     0.0120
RESTRUC     -0.0283    -0.0448     0.1617*    0.0268    -0.0807     0.0566    -0.0229    -0.0862    -0.0433     0.0179
INTERV       0.0168    -0.0111     0.0342    -0.0128     0.0026     0.0699     0.0617    -0.0365    -0.0773     0.1205
FORCE       -0.0549    -0.0167     0.0437     0.0358    -0.0322     0.0789     0.0362    -0.0695     0.1701*    0.3492**
ANALOGY     -0.0024     0.0327     0.1190    -0.0592    -0.0165     0.0705     0.1100    -0.0192     0.0520     0.0689
TRICK       -0.0962     0.0053     0.0058    -0.0354     0.0771    -0.0460     0.1005     0.0902     0.0437     0.0936
POWERWR     -0.0612    -0.0162    -0.0147     0.0450    -0.0797     0.1807*    0.0260     0.0041     0.0954     0.0772
WISHWR      -0.0081     0.0783     0.0480     0.0591     0.0310    -0.0624    -0.0415     0.0773     0.2230**  -0.0026
REGRESS     -0.0283    -0.0800     0.0214     0.0268     0.0472    -0.0709     0.0871     0.0707    -0.0433     0.0782
FANTASY      0.0351    -0.0664     0.0323    -0.0495    -0.0898    -0.0239    -0.0088    -0.0214     0.0666     0.0987
TACTICL     -0.0966    -0.0083     0.0185     0.0231    -0.0586     0.0214    -0.0008    -0.0519     0.0464     0.1196
COPING       0.0054     0.0350     0.1668*    0.0304    -0.0436    -0.0197    -0.0344    -0.0379     0.0298    -0.0313

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           POWERJT    FLUHRS     FLEXHRS    ORDFUND    ACCESS     POOLING    FRECHEAP   COMBIN     WISHHS     ILLEGHS

PRODUCT     0.1935*    0.1993*    0.2802**   0.0786     0.1666*    0.1175     0.0645     0.0368     0.0340     0.0254
FLUJET      0.6190**   0.4902**   0.2699**   0.3931**   0.0306     0.1858*   -0.0330     0.0240     0.1678*    0.0700
FLEXJET    -0.0070     0.2373**   0.2994**   0.1011     0.2198**   0.0774     0.1804*    0.0092     0.1745*    0.0548
FLEXJT2     0.2092**   0.4543**   0.3264**   0.3526**   0.1767*    0.1513*   -0.0137     0.0777     0.0699    -0.0300
GETMON      0.5612**   0.3664**   0.2031**   0.3347**  -0.0158     0.1968*   -0.1089     0.0413     0.0591    -0.0820
SUBSTI     -0.0347     0.1670*    0.2343**   0.0658     0.1311     0.0146     0.2000**  -0.0275     0.0872     0.0366
REDUCE      0.2475**   0.1022     0.1504*    0.0574     0.1137     0.0320     0.0443     0.1344     0.0617     0.0410
USEVAIL     0.0986     0.0877     0.1514*    0.0559     0.0378     0.1977*    0.0930    -0.0477    -0.0066     0.0138
GETELSE    -0.0971     0.1894*    0.1848*    0.0336     0.1522*    0.0141     0.0956    -0.0464     0.1269     0.0430
ASK        -0.0134     0.1525*    0.1465     0.0418     0.1681*    0.1083     0.0576     0.0177     0.1382     0.1007
BORROW     -0.0357     0.1091     0.1698*    0.0368     0.0518     0.0755     0.0728    -0.0400     0.0844    -0.0254
SAVE       -0.0173     0.1319     0.0581     0.1509*    0.0183     0.0527    -0.1237     0.0780     0.0047    -0.0570
LOOKFOR     0.1396     0.1946*    0.0923     0.1941*    0.0654     0.0281     0.0661     0.0459     0.0367     0.0981
BANK        0.0025     0.2808**   0.1336     0.2640**   0.0393    -0.0375     0.0199    -0.0441     0.0942    -0.0952
EARN        0.1584*    0.2237**   0.0619     0.3031**  -0.0871     0.0651    -0.1721*    0.0540     0.0194    -0.1262
JOB         0.3629**   0.1901*    0.0787     0.0870     0.0817     0.0510     0.0369    -0.0447    -0.0202    -0.0482
SELL        0.2501**   0.1154     0.0816     0.1346    -0.0584     0.1088    -0.0940    -0.0186    -0.0341    -0.0213
BUSINESS    0.3006**   0.1574*    0.0964     0.1291    -0.0405     0.1574*   -0.0737     0.0575     0.0097    -0.0896
WISHJET     0.0909     0.1594*   -0.0109     0.0382     0.0087    -0.0004     0.0772     0.0240     0.3726**   0.1601*
ILLEGJT     0.0412     0.1359    -0.0248     0.1250    -0.0858    -0.0389     0.0613    -0.0589     0.0437     0.6069**
POWERJT     1.0000     0.2640**   0.1173     0.1752*   -0.0260     0.1203    -0.0150     0.0064     0.0217    -0.0181
FLUHRS      0.2640**   1.0000     0.5668**   0.7062**   0.2814**   0.0124     0.2453**   0.1252     0.1773*    0.1428
FLEXHRS     0.1173     0.5668**   1.0000     0.2866**   0.3496**   0.2521**   0.4735**   0.1849*   -0.0258    -0.0101
ORDFUND     0.1752*    0.7062**   0.2866**   1.0000    -0.0928    -0.0937     0.1091     0.1396     0.0731     0.1124
ACCESS     -0.0260     0.2814**   0.3496**  -0.0928     1.0000    -0.0495     0.1169    -0.0638     0.0217    -0.0620
POOLING     0.1203     0.0124     0.2521**  -0.0937    -0.0495     1.0000    -0.0697     0.0528    -0.0233    -0.0461
FRECHEAP   -0.0150     0.2453**   0.4735**   0.1091     0.1169    -0.0697     1.0000     0.0281    -0.0237     0.1087
COMBIN      0.0064     0.1252     0.1849*    0.1396    -0.0638     0.0528     0.0281     1.0000    -0.0453    -0.0453
WISHHS      0.0217     0.1773*   -0.0258     0.0731     0.0217    -0.0233    -0.0237    -0.0453     1.0000     0.0384
ILLEGHS    -0.0181     0.1428    -0.0101     0.1124    -0.0620    -0.0461     0.1087    -0.0453     0.0384     1.0000
POWERHS     0.3517**   0.4663**   0.1347     0.3182**  -0.0846     0.0517     0.0777     0.0882     0.0003     0.1280
DOELSE      0.0226     0.1209    -0.0107    -0.1229     0.1932*   -0.0087    -0.0138    -0.0402     0.0343    -0.0370
FLUWAR      0.1419     0.5381**   0.3499**   0.3694**   0.2106**   0.0947     0.1382     0.0008     0.1472     0.2315**
FLEXWAR     0.1611*    0.4898**   0.3645**   0.3230**   0.2361**   0.1391     0.1618*    0.0653     0.0702     0.1425
TALK       -0.0252     0.1635*    0.0713     0.2236**   0.0182    -0.0961     0.0255    -0.0588     0.1441     0.0657
KEY        -0.0314     0.2325**   0.1568*    0.2253**   0.0590    -0.0389     0.1174     0.0083    -0.0378     0.0387
COMMUNI    -0.0480     0.2647**   0.0464     0.2200**   0.1118    -0.0160     0.0710    -0.0324     0.0471     0.0792
ORGANIZ     0.1376     0.1648*    0.1263     0.0934     0.0460     0.1947*   -0.0306     0.1219     0.0271     0.0548
WAREQUI     0.0397     0.1491     0.1406     0.0385     0.0288     0.0604     0.1564*    0.0004     0.0215     0.2081**
COMARMY     0.0317     0.1852*    0.1407     0.1258     0.0263    -0.0283     0.2008**   0.0189     0.0465    -0.0242
PERSONL     0.1192     0.0887     0.1540*    0.0258     0.0048     0.0318     0.0471    -0.0320    -0.0102     0.0910

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             POWERJT    FLUHRS     FLEXHRS    ORDFUND    ACCESS     POOLING    FRECHEAP   COMBIN     WISHHS     ILLEGHS

INFLUEN      0.1585*    0.1983**   0.1699*    0.1939*    0.0311     0.0605     0.0016     0.0212     0.0352    -0.1052
CHANGE       0.3588**   0.1191     0.1273     0.0266     0.0200     0.1982**   0.0033     0.0744     0.0166    -0.0595
RESTRUC      0.0886    -0.0567    -0.0154    -0.0970    -0.0666     0.0258     0.0021    -0.0207    -0.0557    -0.0058
INTERV      -0.0016     0.0565     0.0657     0.0100     0.1096     0.1226    -0.0447    -0.0369    -0.0304     0.0213
FORCE       -0.0546     0.1366    -0.0270     0.0564     0.0743    -0.0210    -0.0592    -0.0448     0.0445     0.2925**
ANALOGY      0.0645     0.0611     0.0605    -0.0203     0.0121     0.1028     0.0642    -0.0226     0.0005     0.1434
TRICK        0.0201     0.0081    -0.0078     0.0222     0.0165     0.0528    -0.0928    -0.0306    -0.0825     0.0284
POWERWR      0.1315     0.0844     0.1346    -0.0304    -0.0078     0.0793     0.0684    -0.0131     0.1341     0.1227
WISHWR       0.0673     0.0958     0.0455     0.0272     0.0619     0.0873    -0.0884     0.0435     0.3450**   0.0348
REGRESS     -0.0224     0.0613     0.0116     0.0075     0.0051    -0.0523    -0.0626    -0.0207    -0.0058     0.0940
FANTASY      0.0072    -0.0071    -0.0435    -0.0475     0.0265    -0.0477    -0.0571    -0.0188    -0.0507     0.0036
TACTICL      0.0592     0.0093    -0.0366    -0.0579    -0.0575     0.0223    -0.0541    -0.0178     0.0381    -0.0481
COPING      -0.0777     0.1200     0.0524     0.0184     0.2544**   0.0025    -0.0586     0.0301     0.1109     0.0255

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            POWERHS     DOELSE      FLUWAR      FLEXWAR     TALK        KEY         COMMUNI     ORGANIZ     WAREQUI     COMARMY

PRODUCT     0.0960      0.0897      0.2666**    0.2634**    0.0900      0.0207      0.0651      0.1496      0.0563     -0.0461
FLUJET      0.3326**    0.0150      0.3995**    0.3369**    0.1197      0.1138      0.0885      0.1548*     0.0727      0.0812
FLEXJET     0.1131      0.0766      0.2842**    0.2544**    0.1385      0.2355**    0.1414      0.0327      0.0265      0.1111
FLEXJT2     0.2410**   -0.0050      0.3649**    0.3647**    0.1140      0.1430      0.1237      0.1737*     0.0507      0.0848
GETMON      0.2360**   -0.0939      0.2871**    0.2447**    0.0967      0.0935      0.0124      0.1767*     0.0126      0.0091
SUBSTI      0.1444      0.0038      0.1783*     0.1142      0.1080      0.0871      0.1516*    -0.0304     -0.0082      0.0751
REDUCE      0.0210     -0.0417      0.1458      0.1895*    -0.0076      0.1200     -0.0260      0.1767*     0.0051      0.0497
USEVAIL     0.0722      0.0185      0.1493      0.1389      0.0207     -0.0222      0.0927      0.1047      0.0907      0.1154
GETELSE    -0.0283      0.3456**    0.2263**    0.1908*     0.0530      0.1173      0.2802**    0.0038      0.0235      0.0013
ASK         0.0793      0.0092      0.2699**    0.2438**    0.0714      0.0873      0.1020     -0.0229      0.0858      0.1070
BORROW      0.0954     -0.0485      0.0912      0.1439      0.0665      0.2189**    0.0127      0.0685     -0.0174      0.0580
SAVE        0.0281      0.0610      0.1347      0.0970      0.0675      0.0617      0.1419      0.0835     -0.0636     -0.0691
LOOKFOR     0.1949*    -0.0613      0.2342**    0.1851*     0.0505      0.0042      0.0590      0.0536      0.1484      0.0694
BANK        0.0833     -0.0477      0.1509*     0.1353      0.0459      0.3148**   -0.0166     -0.0006     -0.0511      0.1430
EARN        0.1024     -0.0650      0.0695      0.0746      0.1487     -0.0512     -0.0025      0.1074     -0.0510     -0.0398
JOB         0.0945      0.0735      0.1976*     0.1967*    -0.0488      0.0622      0.0414      0.0973      0.0951      0.0884
SELL        0.0213     -0.0472      0.1924*     0.1116      0.0040      0.0670      0.0171      0.0710     -0.0073     -0.0647
BUSINESS    0.1193     -0.0556      0.0062      0.0100     -0.0280      0.0089     -0.0479      0.0822      0.0063     -0.0253
WISHJET     0.2202**    0.1816*     0.1214      0.0557      0.0076     -0.0782      0.0413     -0.0274      0.1142      0.1255
ILLEGJT     0.1439     -0.0405      0.1883*     0.1282      0.0307      0.0060     -0.0034     -0.0556      0.1828*     0.1170
POWERJT     0.3517**    0.0226      0.1419      0.1611*    -0.0252     -0.0314     -0.0480      0.1376      0.0397      0.0317
FLUHRS      0.4663**    0.1209      0.5381**    0.4898**    0.1635*     0.2325**    0.2647**    0.1648*     0.1491      0.1852*
FLEXHRS     0.1347     -0.0107      0.3499**    0.3645**    0.0713      0.1568*     0.0464      0.1263      0.1406      0.1407
ORDFUND     0.3182**   -0.1229      0.3694**    0.3230**    0.2236**    0.2253**    0.2200**    0.0934      0.0385      0.1258
ACCESS     -0.0846      0.1932*     0.2106**    0.2361**    0.0182      0.0590      0.1118      0.0460      0.0288      0.0263
POOLING     0.0517     -0.0087      0.0947      0.1391     -0.0961     -0.0389     -0.0160      0.1947*     0.0604     -0.0283
FRECHEAP    0.0777     -0.0138      0.1382      0.1618*     0.0255      0.1174      0.0710     -0.0306      0.1564*     0.2008**
COMBIN      0.0882     -0.0402      0.0008      0.0653     -0.0588      0.0083     -0.0324      0.1219      0.0004      0.0189
WISHHS      0.0003      0.0343      0.1472      0.0702      0.1441     -0.0378      0.0471      0.0271      0.0215      0.0465
ILLEGHS     0.1280     -0.0370      0.2315**    0.1425      0.0657      0.0387      0.0792      0.0548      0.2081**   -0.0242
POWERHS     1.0000     -0.0793      0.2497**    0.2497**    0.0208      0.0659      0.1298      0.2016**    0.0636      0.1775*
DOELSE     -0.0793      1.0000      0.0674      0.0609     -0.0401     -0.0738      0.1695*     0.0347     -0.0300      0.0128
FLUWAR      0.2497**    0.0674      1.0000      0.8447**    0.3393**    0.2799**    0.3766**    0.2752**    0.2826**    0.2298**
FLEXWAR     0.2497**    0.0609      0.8447**    1.0000      0.3054**    0.2808**    0.2959**    0.3064**    0.2100**    0.2607**
TALK        0.0208     -0.0401      0.3393**    0.3054**    1.0000      0.1298      0.1457      0.0750     -0.1151      0.1069
KEY         0.0659     -0.0738      0.2799**    0.2808**    0.1298      1.0000      0.0235     -0.0264     -0.0636      0.0603
COMMUNI     0.1298      0.1695*     0.3766**    0.2959**    0.1457      0.0235      1.0000      0.0796     -0.0867      0.0182
ORGANIZ     0.2016**    0.0347      0.2752**    0.3064**    0.0750     -0.0264      0.0796      1.0000     -0.0597     -0.0511
WAREQUI     0.0636     -0.0300      0.2826**    0.2100**   -0.1151     -0.0636     -0.0867     -0.0597      1.0000      0.0544
COMARMY     0.1775*     0.0128      0.2298**    0.2607**    0.1069      0.0603      0.0182     -0.0511      0.0544      1.0000
PERSONL     0.0605      0.0172      0.3962**    0.2090**   -0.0161     -0.0207     -0.0300      0.0091     -0.0171      0.0065

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            POWERHS    DOELSE     FLUWAR      FLEXWAR     TALK       KEY        COMMUNI    ORGANIZ    WAREQUI    COMARMY

INFLUEN     0.0316     0.0042     0.2689**    0.2760**    0.0876    -0.0598     0.1145     0.1735*   -0.0093     0.0001
CHANGE      0.0860     0.0487     0.2075**    0.2774**    0.0068    -0.0415     0.0021     0.1442     0.0312    -0.0414
RESTRUC     0.1085    -0.0495     0.0843      0.1566*    -0.0723    -0.0272    -0.0536     0.1262     0.0604    -0.0070
INTERV     -0.0115     0.0383     0.2674**    0.3080**   -0.0760    -0.0270    -0.0593     0.1816*    0.1837*   -0.1206
FORCE      -0.0161    -0.0495     0.2682**    0.2058**   -0.0751    -0.0177    -0.0523    -0.0929     0.2397**  -0.0033
ANALOGY     0.0416     0.0793     0.2328**    0.1344     -0.0475    -0.0654    -0.0322     0.0666     0.4909**  -0.0737
TRICK      -0.0824     0.1304     0.1311      0.1614*    -0.0645    -0.0473     0.0326    -0.0414     0.0451    -0.0328
POWERWR     0.1118     0.0319     0.3217**    0.2021**   -0.0722     0.0086     0.0957     0.0526     0.0451     0.0652
WISHWR      0.0510     0.0369     0.2089**    0.0864      0.0180    -0.0687     0.0131     0.0876    -0.0457    -0.0519
REGRESS    -0.0165    -0.0087     0.0843      0.0803     -0.0339     0.0102     0.0288    -0.0635     0.0205    -0.0675
FANTASY    -0.0720     0.2220**   0.0100     -0.0102     -0.0658    -0.0521    -0.0738    -0.0060     0.0332     0.0046
TACTICL     0.0667     0.0276     0.0536      0.0529     -0.0293    -0.0881     0.0012    -0.0548     0.1211    -0.0583
COPING     -0.0294     0.0406     0.2386**    0.1930*    -0.0524    -0.0245    -0.0302    -0.0294    -0.0503     0.0102

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            PERSONL    INFLUEN    CHANGE     RESTRUC    INTERV     FORCE      ANALOGY    TRICK      POWERWR    WISHWR

PRODUCT     0.1095     0.2001*    0.1618*    0.1394     0.0767    -0.0023     0.1932*   -0.0591    -0.0030     0.1211
FLUJET      0.1981**   0.2246**   0.2232**   0.0189     0.0462     0.0382     0.0822     0.0703     0.1489     0.1877*
FLEXJET     0.0797     0.0258     0.0413     0.0271    -0.0915    -0.0743    -0.0522    -0.0884     0.1079     0.1676*
FLEXJT2     0.0593     0.2122**   0.1273     0.0595     0.1363     0.0645     0.1042     0.0715    -0.0183     0.1032
GETMON      0.1759*    0.2796**   0.1837*   -0.0052     0.0626    -0.0122     0.0675     0.0523     0.0777     0.0783
SUBSTI      0.1040    -0.0510     0.0255     0.1178    -0.0716    -0.0093    -0.0192    -0.0261     0.1169     0.0733
REDUCE      0.0289     0.1047     0.1438    -0.0475    -0.0357    -0.0023    -0.0518    -0.0704     0.0883     0.0517
USEVAIL     0.0015     0.1214     0.0521     0.0806    -0.0086    -0.0779     0.1640*   -0.0483    -0.0291     0.0830
GETELSE     0.0463     0.0079     0.0591    -0.0091    -0.0356    -0.0783    -0.0622     0.0486     0.0962     0.1386
ASK         0.0878    -0.0091     0.0766     0.1287     0.1460     0.0294     0.0150    -0.0034     0.2045**   0.1641*
BORROW     -0.0623     0.1294    -0.0007    -0.0283     0.0168    -0.0549    -0.0024    -0.0962    -0.0612    -0.0081
SAVE        0.1018     0.1181    -0.0504    -0.0448    -0.0111    -0.0167     0.0327     0.0053    -0.0162     0.0783
LOOKFOR     0.0013     0.1978**  -0.0029     0.1617*    0.0342     0.0437     0.1190     0.0058    -0.0147     0.0480
BANK       -0.0049     0.0058    -0.0415     0.0268    -0.0128     0.0358    -0.0592    -0.0354     0.0450     0.0591
EARN       -0.0062     0.1842*    0.0655    -0.0807     0.0026    -0.0322    -0.0165     0.0771    -0.0797     0.0310
JOB         0.0822     0.0549     0.2483**   0.0566     0.0699     0.0789     0.0705    -0.0460     0.1807*   -0.0624
SELL        0.3163**   0.1240     0.0545    -0.0229     0.0617     0.0362     0.1100     0.1005     0.0260    -0.0415
BUSINESS    0.0288     0.1688*    0.0280    -0.0862    -0.0365    -0.0695    -0.0192     0.0902     0.0041     0.0773
WISHJET     0.0011    -0.0750     0.0326    -0.0433    -0.0773     0.1701*    0.0520     0.0437     0.0954     0.2230**
ILLEGJT     0.0418    -0.1402     0.0120     0.0179     0.1205     0.3492**   0.0689     0.0936     0.0772    -0.0026
POWERJT     0.1192     0.1585*    0.3588**   0.0686    -0.0016    -0.0546     0.0645     0.0201     0.1315     0.0673
FLUHRS      0.0887     0.1983**   0.1191    -0.0567     0.0565     0.1366     0.0611     0.0081     0.0844     0.0958
FLEXHRS     0.1540*    0.1699*    0.1273    -0.0154     0.0657    -0.0270     0.0605    -0.0078     0.1346     0.0455
ORDFUND     0.0258     0.1939*    0.0266    -0.0970     0.0100     0.0564    -0.0203     0.0222    -0.0304     0.0272
ACCESS      0.0048     0.0311     0.0200    -0.0666     0.1096     0.0743     0.0121     0.0165    -0.0078     0.0619
POOLING     0.0318     0.0605     0.1982**   0.0258     0.1226    -0.0210     0.1028     0.0528     0.0793     0.0873
FRECHEAP    0.0471     0.0016     0.0033     0.0021    -0.0447    -0.0592     0.0642    -0.0928     0.0684    -0.0884
COMBIN     -0.0320     0.0212     0.0744    -0.0207    -0.0369    -0.0448    -0.0226    -0.0306    -0.0131     0.0435
WISHHS     -0.0102     0.0352     0.0166    -0.0557    -0.0304     0.0445     0.0005    -0.0825     0.1341     0.3450**
ILLEGHS     0.0910    -0.1052    -0.0595    -0.0058     0.0213     0.2925**   0.1434     0.0284     0.1227     0.0348
POWERHS     0.0605     0.0316     0.0860     0.1085    -0.0115    -0.0161     0.0416    -0.0824     0.1118     0.0510
DOELSE      0.0172     0.0042     0.0487    -0.0495     0.0383    -0.0495     0.0793     0.1304     0.0319     0.0369
FLUWAR      0.3962**   0.2689**   0.2075**   0.0843     0.2674**   0.2682**   0.2328**   0.1311     0.3217**   0.2089**
FLEXWAR     0.2080**   0.2760**   0.2774**   0.1566*    0.3080**   0.2058**   0.1344     0.1614*    0.2021**   0.0864
TALK       -0.0161     0.0876     0.0068    -0.0723    -0.0760    -0.0751    -0.0475    -0.0645    -0.0722     0.0180
KEY        -0.0207    -0.0598    -0.0415    -0.0272    -0.0270    -0.0177    -0.0654    -0.0473     0.0086    -0.0687
COMMUNI    -0.0300     0.1145     0.0021    -0.0536    -0.0593    -0.0523    -0.0322     0.0326     0.0957     0.0131
ORGANIZ     0.0091     0.1735*    0.1442     0.1262     0.1816*   -0.0929     0.0666    -0.0414     0.0526     0.0876
WAREQUI    -0.0171    -0.0093     0.0312     0.0604     0.1837*    0.2397**   0.4909**   0.0451     0.0451    -0.0457
COMARMY     0.0065     0.0001    -0.0414    -0.0070    -0.1206    -0.0033    -0.0737    -0.0328     0.0652    -0.0519
PERSONL     1.0000     0.0157     0.0416    -0.0260     0.0518    -0.0522     0.0444     0.1047     0.6675**   0.0219

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            PERSONL    INFLUEN    CHANGE     RESTRUC    INTERV     FORCE      ANALOGY    TRICK      POWERWR    WISHWR

INFLUEN     0.0157     1.0000     0.0245    -0.0640    -0.0728    -0.0821     0.0039    -0.0615    -0.0785     0.0239
CHANGE      0.0416     0.0245     1.0000     0.1349     0.1708*   -0.0841     0.3131**  -0.0092     0.0454    -0.0028
RESTRUC    -0.0260    -0.0640     0.1349     1.0000     0.1908*   -0.0551     0.1121     0.0573    -0.0358     0.0203
INTERV      0.0518    -0.0728     0.1708*    0.1908*    1.0000     0.0692     0.4337**   0.2281**   0.0290    -0.0364
FORCE      -0.0522    -0.0821    -0.0841    -0.0551     0.0692     1.0000    -0.0105     0.0981     0.0233     0.0257
ANALOGY     0.0444     0.0039     0.3131**   0.1121     0.4337**  -0.0105     1.0000    -0.0022    -0.0497    -0.0231
TRICK       0.1047    -0.0615    -0.0092     0.0573     0.2281**   0.0981    -0.0022     1.0000    -0.0020     0.0055
POWERWR     0.6675**  -0.0785     0.0454    -0.0358     0.0290     0.0233    -0.0497    -0.0020     1.0000     0.0167
WISHWR      0.0219     0.0239    -0.0028     0.0203    -0.0364     0.0257    -0.0231     0.0055     0.0167     1.0000
REGRESS     0.1073    -0.0040    -0.0388    -0.0254     0.0137     0.0257    -0.0277     0.1523*    0.0822     0.0203
FANTASY     0.1609*   -0.0583    -0.0353    -0.0232     0.0877     0.0382    -0.0253     0.1733*    0.2325**  -0.0420
TACTICL    -0.0224     0.0484     0.1165    -0.0219     0.0118     0.2317**   0.1572*   -0.0325    -0.0309     0.0175
COPING     -0.0489     0.1394     0.0118    -0.0508    -0.0098     0.1529*   -0.0554     0.1524*   -0.0691     0.3625**

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             REGRESS    FANTASY    TACTICL    COPING

PRODUCT       0.0140     0.0538     0.1852*    0.1183
FLUJET        0.0401    -0.0573    -0.0204    -0.0147
FLEXJET       0.1217    -0.1190    -0.1128     0.1603*
FLEXJT2       0.0235    -0.0606    -0.0108     0.0706
GETMON        0.0301    -0.0778    -0.0198    -0.0514
SUBSTI        0.0312    -0.0900    -0.0853    -0.0639
REDUCE        0.0944    -0.0432    -0.0410     0.1237
USEVAIL       0.0109    -0.0535    -0.0507     0.1212
GETELSE       0.0388    -0.0519    -0.0492     0.1157
ASK          -0.0210    -0.0153     0.0003     0.0471
BORROW       -0.0283     0.0351    -0.0966     0.0054
SAVE         -0.0800    -0.0664    -0.0083     0.0350
LOOKFOR       0.0214     0.0323     0.0185     0.1668*
BANK          0.0268    -0.0495     0.0231     0.0304
EARN          0.0472    -0.0898    -0.0586    -0.0436
JOB          -0.0709    -0.0239     0.0214    -0.0197
SELL          0.0871    -0.0088    -0.0008    -0.0344
BUSINESS      0.0707    -0.0214    -0.0519    -0.0379
WISHJET      -0.0433     0.0666     0.0464     0.0298
ILLEGJT       0.0782     0.0987     0.1196    -0.0313
POWERJT      -0.0224     0.0072     0.0592    -0.0777
FLUHRS        0.0613    -0.0071     0.0093     0.1200
FLEXHRS       0.0116    -0.0435    -0.0366     0.0524
ORDFUND       0.0075    -0.0475    -0.0579     0.0184
ACCESS        0.0051     0.0265    -0.0575     0.2544**
POOLING      -0.0523    -0.0477     0.0223     0.0025
FRECHEAP     -0.0626    -0.0571    -0.0541    -0.0586
COMBIN       -0.0207    -0.0188    -0.0178     0.0301
WISHHS       -0.0058    -0.0507     0.0381     0.1109
ILLEGHS       0.0940     0.0038    -0.0481     0.0255
POWERHS      -0.0165    -0.0720     0.0667    -0.0294
DOELSE       -0.0087     0.2220**   0.0276     0.0406
FLUWAR        0.0843     0.0100     0.0536     0.2386**
FLEXWAR       0.0803    -0.0102     0.0529     0.1930*
TALK         -0.0339    -0.0658    -0.0293    -0.0524
KEY           0.0102    -0.0521    -0.0881    -0.0245
COMMUNI       0.0288    -0.0738     0.0012    -0.0302
ORGANIZ      -0.0635    -0.0060    -0.0548    -0.0294
WAREQUI       0.0205     0.0332     0.1211    -0.0503
COMARMY      -0.0675     0.0046    -0.0583     0.0102
PERSONL       0.1073     0.1609*   -0.0224    -0.0489

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             REGRESS    FANTASY    TACTICL    COPING

INFLUEN     -0.0040    -0.0583     0.0484     0.1394
CHANGE      -0.0388    -0.0353     0.1165     0.0118
RESTRUC     -0.0254    -0.0232    -0.0219    -0.0508
INTERV       0.0137     0.0877     0.0118    -0.0098
FORCE        0.0257     0.0382     0.2317**   0.1529*
ANALOGY     -0.0277    -0.0253     0.1572*   -0.0554
TRICK        0.1523*    0.1733*   -0.0325     0.1524*
POWERWR      0.0822     0.2325**  -0.0309    -0.0691
WISHWR       0.0203    -0.0420     0.0175     0.3625**
REGRESS      1.0000    -0.0232    -0.0219     0.1247
FANTASY     -0.0232     1.0000    -0.0200    -0.0462
TACTICL     -0.0219    -0.0200     1.0000    -0.0438
COPING       0.1247    -0.0462    -0.0438     1.0000

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APPENDIX J - RATIONALES FOR SRP SCORES RETAINED OR COMBINED TO BECOME THE SRP VARIABLES

Fluency

Table 31 presents the intercorrelations among the fluency scores from each of the three SRP tasks. The table also includes the correlations of each of the fluency scores with Product (i.e., the Proposal activity score). A legend for the codes or labels used in the tables can be found in Appendix H. Since all three fluency scores were significantly, postively correlated among themselves and with Product, it was judged to be appropriate to combine the fluency scores from the three SRP tasks into one score, the SRP variable called Fluency.

Table 31 - Pearson Product-Moment Correlations Among the Fluency Scores and Product

	Flujet	Fluhrs	Fluwar
Flujet			
Fluhrs	.49**		
Fluwar	.40**	.54**	
Product	.18*	.20*	.26**

Notes.
N=242 for SRP score correlations.
N=214 for correlations between Product and SRP scores.
*p<.01.
**p<.001.

Flexibility

Table 32 presents the intercorrelations among the flexibility scores from each of the three SRP tasks. The table also includes the correlations of each of the flexibility scores with Product (i.e., the Proposal activity score).

The two flexibility scores from the jet problem were relatively independent of each other while each was significantly, postively correlated with the flexibility scores from the horse and war problems. All of the flexibility scores were also significantly, positively correlated with Product. Therefore it appeared appropriate to combine all four flexibility scores into one score, the SRP Flexibility variable.

Table 32 - Pearson Product-Moment Correlations Among the Flexibility Scores and the Product Score

	Flexjet	Flexjt2	Flexhrs	Flexwar
Flexjet				
Flexjt2	.09			
Flexhrs	.30**	.33**		
Flexwar	.25**	.37**	.37**	
Product	.24**	.24**	.28**	.26**

Notes.
N=242 for SRP score correlations.
N=214 for correlations between Product and SRP scores.
*p<.01.
**p<.001.

Wishing

Table 33 presents the intercorrelations among the wishing-related scores from the three SRP tasks and the Product score. None of the wishing scores were significantly correlated with Product. The wishing scores were, however, significantly correlated among themselves. It was decided to preserve the wishing scores by combining them into one SRP variable, Wishing, in order to make possible further investigation of any meaningfulness this response characteristic might have.

Table 33 - Pearson Product-Moment Correlations Among the Wishing Scores and the Product Score

	Wishjet	Wishhrs	Wishwar
Wishjet			
Wishhrs	.37**		
Wishwar	.22**	.35**	
Product	-.07	.03	.12

Notes.
N=242 for SRP score correlations.
N=214 for correlations between Product and SRP scores.
*p<.01.
**p<.001.

Personal Capability

Table 34 presents the intercorrelations among the personal capability scores from the three SRP tasks as well as the Product score. The personal capability score from the war problem was not significantly correlated with the same kind of score from either of the other two problems. The personal capability scores from the jet and horse problems were significantly correlated with each other. It was decided that only these two scores would be combined to become the SRP variable, Personal Capability.

Table 34 - Pearson Product-Moment Correlations Among the Personal Capability Scores and the Product Score

	Powerjt	Powerhs	Powerwr
Powerjt	-		
Powerhs	.35**		
Powerwr	.13	.11	
Product	.19*	.10	.00

Notes.
N=242 for SRP score correlations.
N=214 for correlations between Product and SRP scores.
*p<.01.
**p<.001.

Fantasy Factor

Table 35 presents the intercorrelations among the fantasy factor related scores from the three SRP tasks and the Product score. The three fantasy factor related scores were significantly correlated among themselves and all were essentially independent from the Product score. It was decided that these three scores would be retained by combining them into one score, the SRP variable, Fantasy Factor, in order to provide for further examination of the possible meaningfulness of this response characteristic.

Table 35 - Pearson Product-Moment Correlations Among the Fantasy Factor Response Categories and the Product Score

	Illegjt	Illeghs	Force
Illegjt			
Illeghs	.61		
Force	.35**	.29**	
Product	-.05	.03	.00

Notes.
N=242 for SRP score correlations.
N=214 for correlations between Product and SRP scores.
*p<.01.
**p<.001.

Analytic Thinking

Table 36 presents intercorrelations among: Change, Influential, Organize (three response categories from the war problem), the Flexibility score for the war problem, and the Product score. As was indicated in Table K-1, the three response categories of Change, Influential, and Organize were used by only a small percentage of subjects. While these response categories were significantly correlated with the Flexibility score for the war problem, it was considered that , given the infrequency of their occurrence and given their significant correlations with the Product score, that (1)these response categories could reasonably be combined into one score and that (2)such a score might provide information not already contained in a flexibility score.

Logical analysis of the three response categories also suggested that it might be reasonable to combine these response categories and to call the resulting variable, SRP Analytic Thinking. Responses in any of these categories revealed sensitivity to one aspect of the problem (e.g., the problem is too big for one elementary school student or people fight because they don't like each other) and an attempt to work on that one aspect of the problem in a logically defensible manner. While such responses or suggested solution methods did not deal with the war problem in its entirety, they could be seen as reasonable steps towards the desired goal. (See Appendix I for examples of responses in each of the categories.)

Table 36 - Pearson Product-Moment Intercorrelations Among Analytic Thinking Response Categories, Flexwar, and Product

	Change	Influen	Organiz	Flexwar
Change				
Influen	.02			
Organiz	.14*	.17**		
Flexwar	.28***	.28**	.31***	
Product	.16**	.20**	.15*	.26***

Notes.
N=242 for SRP score correlations.
N=214 for correlations between Product and SRP scores.
*p<.05.
**p<.01.
***p<.001.

Conceptual Thinking

Table 37 presents intercorrelations among: Tactical, Analogy, Restructure (three response categories from the war problem), the flexibility score for the war problem, and the Product score. The three response categories of Tactical, Analogy, and Restructure were used only rarely (see Table 29 in Appendix I). They were significantly correlated with the Product score. Their correlations with Flexwar were lower than were those of the response categories comprising the Analytic Thinking variable. These patterns suggested that the three categories of Tactical, Analogy, and Restructure could be reasonably combined into one score called Conceptual Thinking and that this score could provide information relevant to performance on Product that was not already contained in the Flexibility score or the Analytic Thinking score.

Logical analysis of the three response categories also suggested a degree of commonality among them. Responses from these categories all represented a holistic solution to the war problem. If one could find a way to implement any solution method in these categories, wars would, almost by definition, be stopped. (See Appendix I for examples of responses in each of the categories.) Further these responses showed subjects to be truly "playing with ideas" for stopping wars as opposed to simply listing commonly witnessed solution strateges.

Table 37 - Pearson Product-Moment Intercorrelations Among Conceptual Thinking Response Categories, Flexwar, and Product

	Tacticl	Analogy	Restruc	Flexwar
Tacticl				
Analogy	.16*			
Restruc	-.02	.11*		
Flexwar	.05	.13*	.16***	
Product	.19**	.19**	.14*	.26***

Notes.
N=242 for SRP score correlations.
N=214 for correlations between Product and SRP scores.
*p<.05.
**p<.01.
***p<.001.

APPENDIX K - COMPUTATION OF SCORES FOR SRP VARIABLES AND TEST CHARACTERISTICS OF THESE VARIABLES

Appendix J presented rationales for combining some of the initial scores developed for the SRP into a smaller set of scores that would serve as the SRP variables to be examined in the study. In order to preserve the weight of each initial score within the variable which would include it, the raw scores for the initial scores were scaled or recoded prior to computing scores for the SRP variables. The scales or recoding system used are presented in Table 38. To compute the scores for the SRP variables, the component scores were simply added together after the recoding was completed. Table 39 presents the means, standard deviations, and ranges for the resulting SRP variables. Table 40 presents percentage frequency distributions for five of the SRP variables. Table 41 presents the intercorrelations among the SRP variables.

Table 38 - Scales for Recoding Initial SRP Scores Prior to Computing SRP Variables

Initial SRP Scores	Initial Score Value	Recoded Value	% Frequency
Fluency			
Flujet	1 - 4	1	17.9
	5 - 7	2	34.7
	8 - 10	3	21.0
	11 - 16	4	18.7
	17 - 33	5	7.8
Fluhrs	0	0	3.3
	1	1	5.4
	2 - 3	2	44.2
	5 - 6	3	21.9
	7 - 10	4	18.3
	11 - 16	5	7.1
Fluwar	0	0	4.5
	1	1	20.7
	2 - 3	2	38.1
	4 - 5	3	21.9
	6 - 7	4	9.5
	8 - 13	5	5.3
Flexibility			
Flexjet	1	1	52.5
	2	2	29.3
	3 - 4	3	18.2
Flexjt2	1 - 2	1	23.9
	3	2	24.4
	4	3	24.0
	5	4	16.5
	6 - 8	5	11.1
Flexhrs	0	0	4.1
	1	1	22.7
	2	2	40.5
	3	3	26.0
	4 - 5	4	6.6
Flexwar	0	0	8.2
	1	1	11.2
	2	2	19.4
	3	3	27.7

	4	4	28.1
	5 - 7	5	5.4
Wishing			
Wishjet	0	0	91.7
	1 - 3	1	8.3
Wishhs	0	0	86.4
	1 - 3	1	13.7
Wishwr	0	0	90.9
	1 - 3	1	9.1
Personal Capability			
Powerjet	0	0	59.9
	1	1	20.2
	2 - 3	2	12.4
	4 - 16	3	7.4
Powerhs	0	0	71.1
	1	1	21.9
	2 - 6	2	7.0
Fantasy Factor			
Illegjt	0	0	78.9
	1 - 2	1	15.7
	3 - 4	2	5.3
Illeghs	0	0	87.2
	1	1	7.4
	2 - 3	2	5.3
Force	0	0	84.3
	1	1	11.6
	2 - 6	2	4.1
Analytic Thinking			
Change	0	0	93.8
	1 - 2	1	6.2
Influen	0	0	84.3
	1 - 3	1	15.6
Organiz	0	0	83.1
	1 - 4	1	16.9
Conceptual Thinking			
Tacticl	0	0	97.9
	1 - 2	1	2.1

Analogy	0	0	95.9
	1 - 4	1	4.1
Restruc	0	0	97.5
	1	1	2.5

Table 39 - Means, Standard Deviations, and Ranges for SRP Variables (N=242)

Variable	Mean	S.D.	Min	Max
Fluency	7.6	2.8	2	13
Flexibility	8.7	3.0	2	15
Wishing	.3	.6	0	3
Personal Capability	1.0	1.3	0	5
Fantasy Factor	.6	1.2	0	6
Analytic Thinking	.4	.6	0	3
Conceptual Thinking	.1	.3	0	2

Table 40 - Percentage Frequency Distributions for Five of the SRP Variables (N=242)

Variable	Score	% of Subjects
Wishing	0	76.4
	1	17.4
	2	5.0
	3	1.2
Personal Capability	0	48.0
	1	22.0
	2	16.0
	3	7.0
	4	5.0
	5	2.0
Fantasy Factor	0	66.5
	1	16.9
	2	8.7
	3	4.1
	4	1.7
	5	1.2
	6	0.8
Analytic Thinking	0	67.0
	1	26.0
	2	6.0
	3	0.4
Conceptual Thiinking	0	93.0
	1	5.0
	2	2.0

Table 41 - Pearson Product-Moment Intercorrelations Among the SRP Variables and the Product Score

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1)Fluency							
(2)Flexibility	82**						
(3)Wishing	26**	19**					
(4)Capable	49**	30**	05				
(5)Fantasy	21*	07	10	07			
(6)Analytic	36**	41**	09	23**	16		
(7)Conceptual	14	09	07	16	14	18*	
(8)Product	30**	37**	10	17	-05	28*	22*

Notes.
N=242 for SRP score correlations.
N=214 for correlations between Product and SRP scores.
Leading decimals omitted.
 *p<.01.
**p<.001.

APPENDIX L - DESCRIPTION OF THE REQUEST-FOR-PROPOSAL PRESENTATION

Proposal Topic: to develop a plan for a party where the grade five class would entertain a grade one class for an afternoon.

The presenter began the session by telling students that today they were going to do something very important and very magical. Today they were going to come up with the main ideas for the party they were going to be allowed to have for the grade one class. At the same time, they were going to use creative thinking to come up with their ideas. First there was going to be a brief activity to give them practice in using their creative thinking.

For the warm-up activity, students were given five minutes to invent a game that they had never seen before. As background information and ideas the students were given a list of things that could be used in the game and a list of ideas about the way games work. The list of things included: a blanket, rope, empty tin cans (coffee), a stick (for stirring paint), old used Christmas cards, an empty box, a small spongy ball that the dog had chewed, the dog, pieces of paper and pencils, scotch tape, and a Star Wars poster (Darth Vader). The list of ideas about how games work included: guessing games, make-believe games, board games, sports games, card games, team games, games of chance or luck, arithmetic games, skill games, and electronic games. Students were instructed to invent a game that eight children could play using only some or all of the objects listed. They were to describe their game in writing or with drawings on a piece of paper. After about five minutes, most of the children were given a chance to describe their game to the rest of the class.

The presenter then suggested that the students could invent ideas for their party that would make it so special and unusual that it would never be forgotten -- a party that would be fun and that would really surprise people.

First, however, the presenter pointed out that in planning any kind of party it is helpful to start with a theme. Using the examples of Christmas and Spring, the concept of a theme was discussed at length to be certain that all students were aware that party activities, decorations, food, and so on, could all be connected to the theme.

The presenter then taped on the board a list of themes and a list of "special days". The themes listed were: western,space, pioneer, 50's, rock and roll, Robin Hood, fantasy, a character, Spring, and Christmas. "Special Days" listed were: kite, hat, robot, Martian, Dracula, awards, international, Canada, old fashioned, backwards, clown, disguise, Viking, and grub. These were discussed to ensure that students were familiar with all of them.

The presenter then taped up a list of activities that would serve as reminders of some of the things that there are to do on special occasions or on any occasion. Activities listed were: singing, games, plays, dancing, puppets, contests, Easter Egg hunt, apple bobbing, pressing leasves, planting seeds, making a jack o' lantern, wearing costumes, making cookies, ping pong tournaments, carnival booths, games of chance or skill, seeing animals at the zoo, airplane contests, cake walk, picnic games, a haunted house, find the brush, making a snowman, and making a "something".

Students were then given instruction and practice with two different strategies for coming up with unusual party ideas. One was to take an activity that clearly did not belong with the chosen theme and to change it so that it did belong. For example, given that a western theme was going to be used, students practised changing the Hallowe'en activity of apple bobbing to make it fit with a western theme. The other strategy was to take an ordinary activity and change it to make it fit the theme of interest. Students practised this strategy by suggesting how to change the ordinary activities of cookie making, seed planting, and ice cream eating to make them fit with a dracula theme. All of this practice was done orally as a group.

Students were then invited to independently develop their own party plan proposals. Each student was to use whatever theme he or she wished. They were reminded to try to come up with unexpected, unusual activities that would be fun using the strategies the class had just practised.

The written work submitted by the students constituted the proposals that were judged for creativity. The classroom teacher took responsibility for follow-up in taking the class as a whole through to the selection and continued development of one party plan that would be implemented.

Other Topics: The example described above was used with five classes that were all interested in planning a party for a grade one class.

One class preferred to plan a special afternoon for a class of the same grade level. Two of the classes (there were ten in all) wished to plan a special Friday that would involve the entire school. These two variations required little in the way of adaptation of the initial example.

One class had a majority of students who were keenly interested in raising funds with which to donate books to the school library. The school had a history of successful fund-raising campaigns in its well-above-average-income neighbourhood. The class, however, had had difficulty in imagining anything beyond the usual methods of raffles, penny drives, pledges or car washes.

The presenter suggested to this class that they should consider planning an event which would be fun to do, surprising (and therefore memorable), which would in some way generate funds, and which might also involve the whole school and community in a very positive, constructive way.

This class was given the same presentation that was used for the party plan. They were also given a list of activities that generate funds. This list included: telethon, taxes, dinner, auction, fun fair, bazaar, pledges/raffles, bingo, selling products, charging admission to some event, arts/crafts fair, winning a contest, and gambling. They were also given a breakdown of two kinds of fund-raising activities to show what components of them could be changed to make the activity unusual and surprising. One such activity analysis was: "selling products" -- unusual products, unsual places to sell them from, and unusual customers to sell them to. The other activity analysis was: "entertainment" -- who or what would be the entertainment, who would be the audience, could there be a sponsor, where would the entertainment take place?

APPENDIX M - RATING SCALE USED FOR SCORING PROPOSALS

Scale Point	Label or General Description	Anticipated Judge's Response to Proposals in this Category	General Description or Analysis of Proposals in this Category
One	Limited response.	Why is it that the child didn't want to do this, didn't try to do this, or wasn't able to do this?	If the child has written anything at all, it is so brief and ordinary that it almost seems to have been done for the sake of having applied ink to the page.
Two	Low quantity and quality.	There is nothing or extremely little here that could be used.	It appears that the child is clearly approaching the task but can't seem to do it well for any of a number of reasons: e.g., low elaborative ability; no imagination; low evaluative skills; can't get away from the common approaches; gets lost in elaboration and gets dead-ended.
Three	High quantity and low quality.	There is nothing or extremely little here that could be used.	The child appears to have brainstormed profusely, (not simply listed known activities), but much of what is described doesn't make sense, or is tasteless, doesn't look like fun, or is grossly unrelated to the theme.
Four	Medium to high quantity and low to medium quality.	The child has generated something that could be used to get one through the intended event (e.g., the party) -- either (a) enough common activities that would constitute a functional party; and/or (b) activity ideas that with further elaboration could become the unusual and effective activities desired.	Either: The child has listed/described a number of activities. Some are common for the theme. Some have odd twists that don't work or are not related to the theme. One or more of the attempted forced connections may show promise but require further elaboration. Or: All activities show some potential promise but none of them are elaborated enough to show how they would be made to work well (and it's not readily obvious.)

Five	High quality (one or more activities meet the criteria specified.)	The proposal has one or more activity ideas that you would definitely want to use if you were doing that theme.	One or more of the child's activity ideas appear to be the result of a successful forced connection. The other activity ideas may be predictable, common, or silly. The overall quality of the response suggests that the child would be capable of making a worthwhile contribution to someone else's master plan.
Six	A master plan.	The child's proposal could serve as a rich and provocative starting point for leading a class through the development and staging of the event.	The child has carried out a successful solo brainstorming session that has resulted in a master plan, i.e., what the child has written down conveys a clear vision or many possible different images of what the event would or could be after refinement and further development. The essential richness, however, is already in the proposal -- part of that richness is that it is suggestive or provocative of further creative thought that would extend or elaborate this master plan.

Note: For the fund raising event proposals, alternate descriptions were provided but the same scale points were used.

Figure 1. Rating scale for judging students' proposals on the dimension of creativity.

APPENDIX N - INTERVIEW SCHEDULES

Child Interview Schedule

If you only had to go to school three days of the week, what are some of the things you'd like to do with the extra time?

Have you ever done anything that other people were surprised you could do?

What's the most difficult thing that you've ever had to do -- or, is there something you've done that was really hard to do but you really wanted to do it?

Some people really believe in the power of wishing. Do you think you do? Has it ever worked?

Do you ever get other people to go along with your ideas or what you want to do? (activities with friends; activities or routines at home)

Sometimes we like to daydream -- about things we'd like to do, or things we'd like to try, or things we'd like to become. Can you remember anything you've ever daydreamed about?

Have you ever done anything really different from what most kids your age have done -- made something, read up on something, planned something, tried something?

Some people believe that willpower can take them a long way -- do you think that you've ever used willpower?

I'm going to ask you some different kinds of questions now -- questions about how you see things. For example . . .

Who do you think makes the biggest difference to what happens in the classroom: the principal, the teacher, the kids?

When people disagree over something, why do you think that usually is?

What things would you say are most important in life to most people? What do you think will be most important in life to you?

In all of the things that you're interested in or that you've thought about a lot, what has puzzled you the most?

What's the best thing about being your age?
What's the hardest thing about being your age?

What would you like to be really good at doing?

If you could pick one thing that you wouldn't have to worry about anymore, what would it be? What would be the next thing?

In the world of nature or in the world of things, or in the world of people, what is it that surprises you the most, or that you find the most fascinating?

Some people really believe in the power of prayer. Do you think that you do?

Some people always have lots of ideas at their fingertips, you know, they always have lots of ideas about what to get someone for a present, or they find it really easy to think of things to say in a story they have to write or a letter. Other people have to work really hard to come up with ideas , or they just seem to come more slowly. Which kind of person sounds more like you? Can you think of any examples of when you had lots to say or lots of ideas or when you had trouble thinking of a lot of ideas?

Can you remember any times when you've run into a difficulty when you were trying to do something or make something -- something you needed was missing; something got in the way or slowed things down? What did you do?

Can you think of anything that's a constant nuisance or that always annoys you? What are some of the things you've tried to do about it?

What do you do when you need a really good idea?

If you could spend two weeks with someone that does a special kind of work, what kind of person would that be?

In the year ahead, what are some of the things you'd like to accomplish or try for the first time?

Do you spend very much time writing or drawing? Have you ever been in a play?

Is there something that you've always wanted to do but there hasn't been the opportunity (time, materials, resources)?

Parent Interview Schedule

As _____ has gotten older, how would you say that he has changed a lot or stayed the same?

How would you say that _____ is different from brothers or sisters, or from friends?

What does _____ do when he can't figure something out right away?

Does _____ ever find unusual ways to do things?

Would you say that _____ is a child that always has lots to say, lots of ideas, questions, or suggestions?

What does _____ usually do when he gets stumped or blocked when he's working on something, trying to make something, get something, go somewhere? What does _____ do when things try his patience, like the usual rules or routines or any constant sources of annoyance?

Some children believe strongly in the power of wishing, do you think _____ does?

Would you say that _____ is very good at getting his way? You know, is he pretty good at tapping any "soft spots"?

Is _____ ever the initiator of family activities or new ways of doing things around the home?

Is _____ ever the one to initiate activities with friends?

Has _____ ever surprised you with his capabilities, or initiative, or staying power?

Has _____ ever done anything else that was extremely difficult or complicated or that required endurance?

Does _____ have any unusual or interesting aspirations, plans or dreams?

Do you think _____ is aware of the idea of willpower or that he ever uses it?

Sometimes children surprise us with their depth of understanding or how much they know about things. Does _____ ever make comments or ask questions that surprise you in that way?

Would you say that _____ has good analytic ability? Can you think of any examples of where you might have seen or noticed it?

Would you say that _____ is particularly perceptive, or sensitive, or thoughtful?

What is _____ most curious about or fascinated with?

What kinds of things does _____ find easy to do or hard to do?

Some children believe in the power of prayer. Do you think that _____ does?

What would you say are _____ 's strongest interests? how long, how pursued, related projects?

Whenever _____ is really excited to tell you about something, what is it usually about?

What does _____ usually do when someone else is trying to do something or fix something?

Are there any older children or adults that _____ likes to spend time with? What do they do or talk about together?

Teacher Interview Schedule

How would you describe _____ as a student?

What subject areas are strongest or weakest for _____ ?

When _____ gets excited or particularly interested, what is it that is usually happening in the classroom?

Does _____ ever surprise you in any way?

Does _____ stand out in any way from the other students?

APPENDIX O - CASE STUDIES

The names used in the case studies are fictitious. They are presented in the same order as subject numbers 1 to 15 appear in the related tables in Chapter IV.

Yvonne

Yvonne is a very social person who is good in athletics and who has never had to work hard to do well in school. She does some drawing and poetry writing but would be embarassed to have her friends see her name if a poem were published. Yvonne would like to be an actress in comedy shows, perhaps a singer, or a famous athlete. She is described by her teachers as a super student and a "boy's delight". Yvonne's parents' response to her ability and performance is: "But we didn't do anything."

Yvonne's "Ordinariness"

If Yvonne only had to go to school 3 days of the week, she'd use the extra time to get a paper route and buy things, help around the house, ski, and play. What would she buy? -- clothes, games, and stickers.

What does Yvonne think will be most important in life to her? -- her children.

What's the hardest thing about being Yvonne's age? -- your mother not letting you do what you want.

What would Yvonne like to be able to not worry about? -- getting in trouble with her mother, getting yelled at by her mother, getting her allowance taken away.

What would Yvonne like to be really good at? -- sports.

What does Yvonne do with her friends? -- they toboggan or go to the store.

What opportunity would Yvonne like to have? -- to go downhill skiing but it's difficult with her father's shift work.

Abilities and Interests

Yvonne writes poetry at home, usually about seasons or animals. She likes animals a lot. Before Christmas, Yvonne's mother thought one of Yvonne's poems was particularly good and wanted to send it in to a newspaper but Yvonne was embarassed to think that her friends might see her name with it.

For drawing, Yvonne takes books that belong to her 4-year-old sister and copies pictures from them -- Ollie and Garfield, Tweety Bird, Cinderella's stepmother. Her parents say that the odd time she'll think up her own drawing and that she's good at it.

Yvonne's parents recalled that about two months ago, Yvonne and Wendy, another girl in the interview sample, worked steadily for four days in an attempt to make a newspaper. They were going to draw a cartoon, write a story, interview somebody and other things and they were trying to use a typewriter for it all. After the four days they became discouraged that it was too big of a job.

Yvonne's abilities usually come to her parents' attention in the way that she puts off her work until she almost runs out of time and then crams it all in. They recalled a project recently that she was late doing because she kept forgetting to bring the books home. Then for three days she worked on it steadily from the time she got home until it was time to go to bed. They said she didn't want to be the only to not have it finished.

Yvonne's teachers comment that in social studies projects her research is very thorough and innovative in the sense that she picks out unusual facts. They say that she has the best sense of humour, is very social, and there are six boys vying for her attention. They see her strengths to be in language arts based subjects and they see her energy to be going into the social scene. Yvonne says her favorite subject is language arts and that she's pretty good at writing stories. When she needs an idea she just sits down and thinks. If she can't think of anything, she waits and waits for an idea to come into her head. In math she likes addition and subtraction but she doesn't like fractions or anything like that. In general, Yvonne's parents say that she doesn't have difficulty with anything and that with school work, she hasn't had to work hard at it.

In reading, Yvonne's Mother says she's past reading the Nancy Drew books and seems to be reading books that have a little more to them.

Yvonne's parents say that she catches on to adult card games very fast and can play them just as well as her parents. When she was 3 years old she could already play two card games. Sometimes she'll come out and want to play cards in the evening. When Yvonne plays indoor games with her friends it's usually cards, Life, Monopoly, or Crokenole.

Reading people and figuring out social siuations is another thing that Yvonne's parents say she's good at. She'll hang back at first and size up a social situation before she moves into it.

When asked what puzzles her the most, Yvonne answered: "When God made the earth, how was He born and like if the earth wasn't here, if it was just blank, it just puzzles me a lot. Like what is it?"

When asked what surprises her the most, Yvonne answered: "Different things that the animals can do. Like panda bears can cush a dog's skull with just one bite. And how strong they really are." She says she likes to do projects on animals and that last year she did a lot of reading about them.

Yvonne's parents say that she asks a lot of questions and is good at giving her opinion on different things.

Wishing and Prayer

When Yvonne's parents were asked if she uses wishing they said that they would say no, but that she anticipates or images a lot of things. If she's hoping for something she'll really build it up that this is going to happen to her.

When Yvonne was asked if she uses wishing, she answered: "Well yah, I wish a lot and sometimes it works. Well, mostly if it's not too big of a wish it usually turns out."

When Yvonne's parents were asked if she uses prayer, they said: "No . . . no." But Yvonne answered: "Yah, sometimes I do. Like when I wish for something I just pray that it will turn out, yah, I believe in it. If something's going wrong I pray that it will turn out right or if I'm on the verge of getting something I pray that I'll get it."

Family

Yvonne has a younger sister who is 4. Her parents note that Yvonne was more mature at that age than her sister. They say that they did a lot with Yvonne when she was little because they had the time to spend with her.

When asked if she was good at getting her own way, Yvonne grinned instantly and answered: "I am with my Dad, but not so much with my Mom."

When asked if she'd ever done anything that other people were surprised that she was able to do, Yvonne recalled shovelling the driveway after the snow plow had gone by and created a large snow bank. She said her Dad didn't think she'd be able to do it, but she did it and he said she did a really good job. Asked how she felt after moving all that snow, she grinned and glowed and said "Really proud!"

Kelly

Kelly intends to be a doctor. She has travelled a great deal and she spends her spare time taking classes in jazz dancing, ballet, and piano. When she grows up, however, she would want to spend such spare time doing experiments to find cures for things. Kelly is the only girl on the soccer team but the Sports Association will no longer let her play because of insurance regulations. She has thought about taking this matter to court. Kelly is very popular and is a considerate and compromising friend. While she puts a lot into the things she does, she is genuinely uncompetitive. Kelly says the best thing about being her age is that she's her mother's "baby" and her mother spoils her. Her teacher says she's a joy to have in the classsroom.

Abilities and Interests

Kelly's teacher says that she's very strong academically and is an enthusiastic student. However, she holds back if she thinks she's getting ahead of her friends and might end up in a different group from them. Kelly's teacher notes that while there are other girls in the class who may match her academic strengths, they don't seem to have the all round personality and sense of humour that Kelly does.

Kelly says she's good at math and likes it a lot. She also says that sometimes, in some subjects, she's quite good at getting ideas but in writing stories she's quite slow. They have to write stories and they have to write in their journals and she's not keen on doing that.

Kelly's mother says she doesn't know why, but she's surprised that Kelly has done so well at school. Kelly's father asserts that he is not surprised. The parents noted, however, that Kelly is not yet comfortable as a story writer at school and they don't think she's usually imaginative with essays. They recall having been impressed with a story she wrote for school a few years ago. It was about a racoon and it was a real story with a beginning, a middle, and an end. It was about how it got its stripes. It was very original and Kelly said she thought it up herself. Kelly's mother also says she wonders about Kelly's study skills and whether she's learned what she's read.

Kelly says she'd like to be able to draw but she can't. When she has nothing to do in school she draws and makes designs with lots of lines using different colored felt pens.

When asked what puzzles her the most, Kelly answered: "What happens to you when you die, like is there a heaven or isn't there?"

When asked what surprises her the most, Kelly said: "The ground hog -- how it knows when to come out."

An opportunity Kelly would like would be to "make a really crazy experiment with a whole bunch of chemicals." She says that maybe she'll be able to do that when she's older.

When asked what would be most important to her in her life, Kelly said: "Becoming a doctor . . . a cancer specialist . . . it would be interesting to learn about the different diseases."

Kelly said she just started piano and likes it. She said she used to take guitar but then "hated it because we got all into confusing stuff." She says she doesn't know if she'll like piano later on. Kelly has been taking ballet and more recently started to take jazz dancing. She says she doesn't like the jazz because she makes a fool of herself because she can't do some of the stuff. She recalls last year liking jazz and not the ballet.

When asked which of her music and dance interests she would like to keep most in the future to do in her spare time, Kelly said that in the future she'd "like to do experiments in her own time and find cures for things."

Kelly's father has noted her flair for being expressive, dramatic, for being a good actress and has teased her that she should be a lawyer because doctors don't need to be able to act. Kelly has the main part in a play at school.

What Kelly's parents find unusual about her is her ability to get lost in a world of her own with her little figures, Playmobile things, and really enjoy it. Although she is the most popular among her friends and very social, she really seems to enjoy this imagination activity by herself.

Use of Prayer

When asked if she uses wishing, Kelly answered: "No, well, I pray and I believe that if I ask God that he will help but I don't believe wishing will do it." When asked if she uses willpower, she said: "Sometimes, but I usually ask God to help me with stuff."

Kelly's parents, remarking on the differences between Kelly and her two older sisters, noted that Kelly has more religion than the others. They said that they didn't know why, that it hadn't come from them, that they go to church at Christmas and that's it. Often Kelly will say: "Well I asked God . . .", which leaves her mother taken aback and responding: "Now Kelly, there's more to things than just asking God." Kelly's mother has noted that Kelly keeps a Bible beside her bed and she thinks that Kelly often looks at it. It was two or three months ago that Kelly began to tell them that she says her prayers every night.

Temperament

Kelley's parents comment that Kelly is more affectionate than her two sisters. She's more obliging, yet quick-tempered. She's easily up and easily down and is very explicit about what she feels. When trying to work something out, Kelly is not very patient and she doesn't like to wait 3 days for a solution. But she is enthusiastic, likes to try hard and likes to please. Kelly is good at give and take and therefore gets a lot. She can bend and she can keep her friends. Kelly says: "If you don't have happiness and a lot of friends, you may as well not have any money."

Family

Kelly's sisters are 13 and 15. One sister skipped a grade and one is in Honours math and on the A-team in basketball.

Kelly is very assertive in the home, says that families should do things together, and insists that they have a fire drill in the house.

Her parents note that she never played with dolls, is more of a tomboy, has grown out of lego, but enjoys her Playmobile figures, e.g., knights with detachable shields and hats and horses that they go on.

Chris

How does Chris get his ideas? He says they're just always there. What makes him different from other kids? He says he always takes dares to do stunts like jumping off a roof. The love of his life is digging in the dirt on hillsides to see what's there, following rivers and waterfalls back as far as he can, sinking his feet in river bottoms to feel what's there. He's a writer. He's an actor. He's an artist. He won't do the work they give him to do in school unless it interests him. And he's very worried about being able to get into university one day -- to become an archaeologist or some kind of scientist.

Physical and Exploration Activities

If Chris only had to go to school 3 days of the week, he'd do more sledding and skating. He had just started skating, had only been four times, and was already good. He'd also spend more time exploring in the hills. The hills in the area have lots of clay that's good to work with, to find things in, and to scoop out forts in. He'd also want to go cross country skiing with his Dad who he sees on weekends sometimes.

Chris has one of those special bikes that are good to jump with. He remembers riding down a hill that ends with a 20-foot drop-off to a lake. He couldn't stop at the bottom but he managed to jump off in time and only his bike went over. Chris says he always takes dares like he could jump off this roof outside this window. And at this time of year jumping off high places to land in snow banks is really fun.

Chris said that last year was the best year of his life because there were 3 mountains in different geographical locations that he got to explore at. He recalled at one of these mountains that he and both his parents lay on the ground to roll down a hillside and how much fun it was. Chris says that money's the most important thing to most people but they've never had a lot of money and he didn't have lots of toys and you can make your own fun without them. He talked about a river with a series of waterfalls that he followed back as far as he dared. He remembered that at one time he lived on the edge of town near a river and he used to enjoy exploring the river bed, sinking his feet through as many layers as he could.

When asked what has puzzled him, Chris talked about a tree he had seen in the forest. He said it was all twisted and gnarled and dirty and it grew in a clearing all by itself. The forest around it was all straight and clean. Being in the clearing by itself like that, it seemed like none of the other trees wanted to grow around it.

When asked what was the best thing about being his age, Chris said that you're small enough to crawl into places that adults can't get into.

The most difficult thing Chris has ever had to do was to find his way back when he got lost in the forest. He was out camping with cub scouts, got lost, and was able to successfully use his compass to find his way back. When asked if he'd ever done anything that others were surprised he could do, Chris recalled being stranded on a lake a mile from shore with two friends and an inner tube. He was able to swim back and send a boat for his friends.

Abilities and Interests

Chris's parents say that his writing ability has always been there. Chris recalls winning a prize for a story in grade two. He says he always does lots of writing. Right now he's going to write a story about his crayfish that just died. It had made victims of two of other inhabitants of the aquarium before its own death. The story is going to be called: "The Life and Death of Adolf Crayfish". The story in grade two was about two little army ants in battleships fighting together and wiping each other out. His parents recall the story being in a little booklet that was 2 or 3 pages long and had a rocket on the cover. They say the story had continuity and Chris won a book for it.

Chris's parents say that his interest and ability in art has been there a long time. His mother commented on a sketch he'd made the other day of a cross country skiier. She said she was surprised because the stride was there and everything. Chris says he sketches the fish in his tank. When he watches TV he sketches the faces of people on television. He says he's gotten quite good at doing Hutch and McGarrett. Chris was very excited about a set of oil pastels that he'd just been introduced to and which he was going to use to paint a background for the aquarium.

Chris discussed his acting roles in three different plays. In one he had played a mute. He talked about how he prepared for the role by looking in the mirror, saying what the character was feeling, examining the expression on his face when he said such things, and then repeating the facial expressions without saying the words. In Paul Bunyan, he'd been cast as the farmer because he knew how to use the speech accent the farmer should have. In a current play he's been cast as a character who should speak with a German accent. Chris had picked up a German accent from a television program and had spontaneously started using it in war play with his friend.

Chris's parents say that his math ability is very good, especially in its application to life. Two or three years ago he had a paper route. Initially his parents set up his bookkeeping system for him and he maintained it after that.

Chris's teacher says he's not weak in any particular school subject area. However, he slacks off on assigned work and then doesn't do a good job. He won't do it if it's not relevant or of interest to him. Chris's teacher says that most teachers would probably describe Chris as rebellious and uncooperative. Chris suggests his own projects that he'd like to work on and can actually concentrate and follow through on these when allowed to do so.

Chris's father says that he has a wild imagination in constructing things and is very inventive. Chris says he always has lots of ideas, "like take this desk, I could think of making a boat out of it, or a couple of guns, or . . . ."

For Christmas Chris got an electronics kit that was supposed to be appropriate for a 16-year-old. He did all the projects described in the instructions, invented some new ones of his own and was finished with it in a month.

When Chris was asked what surprises him the most he said it was people's attitudes and behavior towards handicapped persons and previously people's attitudes and behavior towards slaves.

Chris says he's fascinated with fire. He's also fascinated with the Coca Cola and limestone experiments they've done at school. He says he's read about World War I and World War II and right now he's reading about the maffia. His parents mention Robinson Caruso, David Copperfield, and comics. They note that Chris's understanding of difficult vocabulary has always been very good in his reading. They also note that Chris uses two of his weekly allowances to get special issues of MAD.

Chris said that when he joined Cubs last fall he was determined to get all of these awards and badges and that he got a lot of them in a really short time.

Chris's parents note that he's always building things with lego, mechano, and model kits. They say he's interested in all the fantasy and factual aspects of space and space travel.

Wishing

When asked about wishing, Chris described the strategy he uses for getting what he wants. He said that he just says to himself: "I don't want it really anyway", and then it happens or then he gets to do it.

When Chris's parents were asked if they thought that Chris uses wishing, his father answered: "Yes I think so. He just talks about things he'd like to do every so often like a fantasy thing. I think Chris has great control over what he wants. I don't really know how." The father also noted that in the past, Chris's mother had been fairly indulgent toward him.

Family and Early Childhood

Chris has had a stepfather for 4 1/2 years. His stepfather says that he can see a lot of himself in Chris in that Chris reminds him of the way he was when he was young.

Chris sees his father sometimes on weekends and they go to McDonald's, swimming, and cross country skiing. When Chris was asked what he'd pick if he could choose one thing that he wouldn't have to worry about anymore, he said that if his Mom and Dad got back together again he wouldn't have to worry about his Dad -- like, if he was in a car accident, Chris wouldn't even know.

When Chris was 4, 5, and 6, he couldn't play well by himself. He'd always had one parent or the other as the playmate. His father always did whatever Chris wanted him to. His parents said that until he was 8 or 9, "he'd do everthing fine as long as you were there. But he couldn't play by himself. He'd hang around the house even on a nice day." During the last two years, however, Chris has been very independent and enthusiastic.

Chris's parents note that he's very sensitive and goes to pieces if his stepfather scolds him. The teacher has told Chris's parents that he is a very humorous student in the classroom. Chris's mother notes that he has cracked a little joke around her every now and then, reassuring her that "Oh Mom, I was just kidding." Chris's parents comment that he has always been very outspoken and free with his ideas although his stepfather has been encouraging him to finish thinking before he starts speaking. Around home, he can "cook a mean steak" and to his mother's relief, he can now sew his jacket back together.

Colleen

Colleen spends a great deal of time drawing and makes cartoon stories. She loves animals, has a way with them, and wants to be a veterinarian. Colleen has viral asthma and has been in and out of hospital since she was 3 months old. During this school year, the first that she hasn't had to be in hospital, she has taken great pride in doing well in her school work. Colleen is never shy with adults or other children. During her periods in hospital she learned to entertain herself and she still preserves a world of her own.

Art, Humor, and Imagination

Colleen's mother says that her interest in art has been there from the beginning as Colleen started to color and draw at the age of 2 or 2 1/2. Colleen doesn't see herself to be talented in art even though all the kids tell her she's good because she says she just copies -- Archie, Dennis, smurfs, etc. She also likes drawing the backgrounds for smurfs. Colleen's mother says that she copies individuals out of the comics and then makes her own captions. Her mother says that the scripts she makes up for these cartoon stories are hilarious. The humor comes from a different point of view Colleen has taken, or the fact that she's picked up on some little thing that no one else would notice. When Colleen was in grade three, the school principal mentioned to her parents that she was very good in art.

Colleen's mother paints in oils and two years ago Colleen tried to copy one of her oil paintings of a lake with flowers and so on. Colleen's mother was very surprised at Colleen's depth of perception and color combinations in doing this.

Colleen and her friends sometimes play with smurfs doing improvisations. Colleen's mother notes that Colleen is terrific at that, very quick, and has more depth than her friends.

Colleen's parents recalled that two years ago, when Colleen's older brother got a tape recorder, how the two of them improvised interviews with famous personalities and political figures.

When Colleen was 4 and 5 she was very demanding of attention but at the same time had her own little world with all her little characters. Now she has made her room into her own special world, constantly rearranging it and always geting new redecorating ideas. If her older brother starts to head into her room she blows her top.

Colleen's parents were surprised this winter at how much time she would spend playing by herself in the yard just building hills and tunnels and so on in the snow.

They also note that Colleen is frequently "somewhere else". She sometimes doesn't stay in the mainstream of conversation and therefore asks the dumbest questions. Sometimes at the supper table she'll raise her hand to speak.

Animals

Colleen has a 7-year-old dog that is like a sister to her. Her parents have noticed that she has a way with animals when they've seen her around chipmunks or squirrels. Colleen reads books about animals, including various outdoor life magazines. She says she's wanted to be a veterinarian for a long time. When asked what will be most important in life to her, Colleen says it's animals. When asked what surprises her most, Colleen says it's how animals survive and how man became smart and how he thought up how to survive. She says people usually get ideas from animals about how to survive.

Wishing, Willpower, and Prayer

When asked if she uses wishing, Colleen said: "Well, sort of." When asked if she uses willpower, she said she sort of does, like when her mother was in the hospital she would use willpower to help herself try to relax when she was worried and upset. Colleen said that yes she does use prayer which is something she learned from a friend she had that is a Christian.

Colleen's parents say they clearly see her use of willpower in her dual battles of getting and staying well and also in excelling in physical activities although she tires easily.

Desire to Excell, Abilities, Interests

Colleen's parents have always noticed her drive and stubborn perseverence in physical activities such as canoeing, hiking, and camping. She's good at swimming and very able in gymnastics.

Until grade 4, school seemed to have no importance to Colleen and math was always puzzling to her. Her health had been the main challenge in her life. When asked what she'd done at school on any day, she could never remember. In grade 4 she started to show more interest and this year she has taken considerable pride in her school work and marks. She has put a sign on her bulletin board in her room that says: "Remember and think." Previously, if she couldn't figure something out she would just leave it until the next day in school. This year she tries to calm down and work her way through it. When she gets completely frustrated she goes to her parents or brother for help. Math is coming quicker and easier for her now.

Colleen's teachers describe her as a B+ student, a worrier, over-conscientious, keen and thorough. They say she's not yet innovative or imaginative. They recall how she recently copied out 35 pages for a socials project. Colleen herself recalls puzzling about how you think you should work it out when you're doing a project.

When asked how she gets her ideas she talked about an instance where she compared things by shape and quite a few other things, like the triangle could be where the snowman had melted into the snow. When asked how she gets her story ideas, she said she tries to imagine herself in the situation, for example with space and space monsters, and tries to imagine what she would do.

Colleen says her favorite subjects are math, art, and socials. She thinks that plays would be interesting, especially the costume designing. She likes singing in the youth choir and her mother said she was amazed at the ease and confidence with which Colleen auditioned for the choir.

Family and Early Childhood

Colleen has a brother three years older who is commonly acknowledged as being gifted. He gets totally exasperated with Colleen if she doesn't pick it up right away the first time he explains something to her. He never had to be told anything twice.

Colleen's mother said she never tried to "teach" her kids but she always talked to them and read to them a lot.

Colleen has her Dad "wrapped around her finger". She can get things her brother can't because she has a different approach and isn't demanding. Colleen is the only granddaughter in the family and holds her own well with adults, other kids, or boys. Colleen's mother says that she can be a real clown sometimes and then her general approach is: "Colleen's Colleen. You take her as she comes."

Jody

For a number of years now, Jody has been engaged in a fierce battle with her diminutive size and has quite a number of successes on her track record. As the middle child of three daughters, Jody's parents see her as clearly unique and somewhat mysterious. Jody's biggest loves are animals and fairy stories. The stories she writes herself are filled with animals, little people, and sad endings with odd twists or zaps to them. While Jody's parents recall signs of her ability when she was younger, Jody says she currently spends most of her spare time watching TV, doing her homework, or bugging her Mom. At the end of Jody's interview she didn't wish to ask any questions. When she arrived home, she proudly announced to her parents that she had, on her own, "figured out" the interviewer.

Jody Making Her Presence Felt

Jody's parents admit that they have a tendency to underestimate her because she's the same size as her sister who is three years younger. They recall that when she was in grade one she was terrified that she was going to stay that size forever.

When Jody was younger and would get jostled or stepped on in a crowd, she would give the offending adult what her parents referred to as her "evil eye that throws darts". Adults were so unnerved and taken aback by the intensity of that glance that they couldn't even collect themselves enough to say they were sorry.

Jody's parents say that she's taken a lot since she started school. When she changes schools it always takes a while for the transition before the kids stop calling her "dwarf" or "midget". Sometimes Jody would come home and tell her mother something the kids said, and add: "But I didn't cry." Jody's parents think that she's very aware of getting things to the point where the other kids think of her in terms of characteristics other than her size. The end result typically achieved is that: "Everyone just loves Jody."

Jody notes that the hardest thing about being her age is "being treated like a baby because of my size." When asked about the most difficult thing she's ever had to do, Jody talks about how races are always organized by age level and how hard it is, being so small, to have to race against the other 11-year-olds. When asked whether she ever uses willpower, Jody said: "Yah, like in gym in the summertime. In gym, the teacher makes us do all this stuff. My guts really kill me sometimes. I just push myself all the way."

Jody sees herself as different from other kids in that she "likes climbing trees and everything." Her parents say that she likes sports and sees herself as a bit of a tomboy.

Jody's parents feel that she's unique, that she has a strong will or sense of identity, and that she's very much her own person. The younger sister copied the older one, but Jody did very little copying and always found her own way or her own thing. They note that Jody has never even looked like her two sisters.

When Jody plays with her sisters, she typically initiates "Let's pretend . . ." or "Let's play . . ." activities in which she has the lead role and the other has a subordinate position.

Jody's parents say that she's very conscientious about her school work, especially compared to her older sister, and has focussed on wanting to do well.

Abilities and Interests

Jody's parents note that she has always tended to use adult level language moreso than the other two girls. When in grade one or two she came in from out-of-doors and talked about seeing a slug or snail and how it "climbed back into its hole when it was threatened." Three or four years ago, when bulldozers were beginning development work on a wooded area nearby, Jody stormed into the house complaining: "They're destroying the environment."

Since she was a youngster, Jody's parents have been very impressed with her memory ability. When she was only in kindergarten she could beat everybody at the card game, Concentration. Now she is really good with the games: Merlin, Simon, Battle Ships, Intelligence, and Clue.

Jody's parents say that she can write excellent stories and she does them mainly at school rather than at home. They say they're about animals, little people, and they have sad endings. The endings have odd twists, something unexpected about them, she seems to put a zap on the end. Jody thinks up the ending first and then puts a story around the ending. She started doing this last year when the teacher noted that most stories always have happy endings. Jody decided it would be more fun to do sad endings.

Jody said that she loves writing stories, that everything just comes and she can just go on and on forever just writing. She talked about a story she'd written at home once. Her younger sister had told her the ending to a horror story. Then, as a game, Jody wrote a story that would lead up to that ending.

Jody says that she loves reading, although some of it's boring, but she really likes reading fairy stories. Sometimes she'll read the same story 20 times. A favorite she talked about is called Motorcycle Mouse . Jody said she also likes to make up little songs and she likes to draw animals.

Jody's biggest soft spot is for animals. They have a guinea pig, birds, dogs, and a cat. Jody always rounds up any strays in the neighbourhood and brings them home. She wants to be a vet but hopes to have an assistant to do the surgery and care for the ones that might die. Jody cries for 20 miles if they pass a dead cat.

When asked about activities with friends, Jody said that her two favorite friends live far away. She did mention playing with one friend however. They have a tree fort and play that they're dogs. They'd be Dobermans.

When asked what puzzles her the most, Jody said: "The universe. Where it starts and how it starts and how it got put there . . . how the earth is just sitting there in space. And I just boggle myself thinking about it."

When asked what surprises her the most, Jody said: "It's neat how trees, the way they grow. In summer time they're all green. In winter they're so pretty."

Regarding an opportunity that she'd like but hasn't had, Jody said that she can't scrounge materials for art and craft projects for clubs because her Mom's not very creative and doesn't do stuff where there's things left over.

Jody said she hasn't had a chance to be in plays because her parents don't like to go out or take them anywhere.

When asked to recall examples of when she's been stymied or blocked in trying to do something, Jody said that lots of times she planned to have a club or party and nothing ever turns out. And then she loses her temper.

School Work

In her school work, Jody's parents note that she likes math and doesn't complain about anything. Jody says that she likes English right now. She's in a group that works independently, answering questions about the story, Alice in Wonderland. Jody says that math is easy, if she just works on it it'll come easy. Jody's teacher says that she is quite bright, better in language arts, fairly talented in that area, popular, okay in math but struggles, and is strongest in writing and reading.

Wishing and Prayer

When Jody's parents were asked if they thought that she uses wishing they said that no, not that she's ever told them, and she's a pretty level-headed kid. When they were asked if Jody uses prayer, they said that they didn't think so, but that their kids do know that Christmas isn't Santa Claus.

When Jody was asked if she uses wishing, she said: "Yup, all the time . . .yah it works." When asked about prayer, she said "sometimes", and then gave the example of having found a stray cat, returning it to the owner, learning it was lost again, and then wishing it would come back and she would take care of it.

Family and Early Childhood

Jody recalls liking her stuffed animals and having played house with them. Her mother doesn't recall her early childhood interests but notes that they weren't big on buying lego because it's too messy. Jody did, however, go through three rocking horses with the last one finally falling apart in grade 2. Jody's mother read to all of her children when they were little and they all "read" books since they were able to sit up. They don't live near anyone so the girls have mainly only had each other to play with.

James

The careful, intensive productivity of James' life has been well matched by the constancy of his parents' attention to his instruction and the constructive use of his time. James' parents say that while he is not creative in the imaginative or expressive sense, his reasoning abilities are very good. James does a lot, always has, gets tired, and wishes there was less school work during the week and more time available on weekends to simply relax. His parents note that he seems to have a gift for having a catalytic effect in groups - resolving differences with happily accepted compromises. James' father has a strong affiliation with this son, asserting that he knows where James is coming from mentally and understands how he perceives things.

Productivity

James' father describes him as an all or nothing person whose basic approach to things hasn't changed.

At 3 1/2 he became interested in super heroes and lived, dreamt, and ate super heroes for a whole year. In response to his constant request of "Mommy draw me Batman!" they had a stencil made up and run off so that Mom could simply whisk one out of the drawer whenever James wanted to color another batman.

At 4, James' parents thought he looked interested in butterflies so they made him a net. By the time he was 7, James had collected 100 species, all that could be found in the area, and had put the rare ones into display cases.

When in grade 1, James began the patient, intensive work of model making, learning to do a little bit every night towards the finished product. He has completed 45 models, all aircraft, and always has one or two on the go. The masterpiece of the collection was completed when he was only 7 years old. It has 350 to 400 parts on a 1/24 scale with beautiful detail, construction, and painting. James' parents considered this to be an incredible achievement for a 7-year-old. They have also marvelled at his patience and skill in developing the vast array of brushing techniques needed to properly complete the models.

In addition to always having a model on the go, there is always a puzzle being put together - one of the challenging landscape variety with 1,000 to 2,000 pieces. If in the end a piece is missing, one is carefully carved out of balsa wood, painted appropriately, and inserted in place.

Last summer James got his own drafting board, T-square, and template when they were visited by a relative who does architecture and interior design work. James tried to copy the plans of a house that the relative was doing. James said it was difficult to decide where to put the rooms and furniture and so on. His parents said that after the relative left, James abandoned the activity as though he didn't know where to take it from there.

James was first introduced to music lessons when he was 4 1/2 and his mother took him to the Suzuki violin program. There, with a Japanese instructor who spoke no English - the mother with a full-sized violin and the child with a miniature one - mother and child attempted to play the same piece, week after week, as the instructor attempted to extract perfection. The lessons were agony for James and after six months his mother withdrew them from the program.

Music instruction began again for James one and a half years ago, this time with the flute. After a series of instructors and music camps, James found an instructor who provided scales and exercises for James to practise at home. His proficiency is such that he has joined the band at a nearby junior secondary school. This band practises five days out of seven and James practises the flute for 30 minutes at home every night.

James also attends swimming or skating after school and on Saturday he has a figure skating class.

James' projects or reports for school are meticulously done. James says that he does them very nicely and includes a bibliography when appropriate even though he knows that none of the other students would. His parents note that his art techniques, developed over the years in other activities, are now showing themselves in the sensitive, proportioned, vibrant sketches he makes for the cover pages of these reports.

James says there is too much school work - although he is certainly a capable student he goes into more depth than the others. He says that they have so much to do, he just can't handle it, and sometimes he just can't think anymore.

James' father recalls an occasion which encapsulates James' approach to an activity. James was 7 at the time and the family had gone to visit at a ranch for the day. James obtained a pair of cross country skiis and spent the whole day teaching himself how to use them. He stayed at one small slope and by 3 p.m. he had patiently worked out a way to successfully use the skiis.

Thinking Abilities and Interests

James' father says that: "James is not the wildly creative, imaginative type in that sense . . . but his abilities at reasoning and thinking things out are very good, above average." The only area in which they see his use of imagination is in the game of Dungeons and Dragons, a game which involves the use of imagination and strategy. James often has the role of dungeon master when he plays this game in his enrichment class at school.

James learned to play chess when he was 6 or 7. Stratego is a favorite game. It's a game in which one has to do a lot of probing in order to deduce the values of the opponent's characters. In playing this game with his father a few months ago, the two of them reached a stalemate.

James' father recalls a couple of occasions when he was impressed or even surprised by his son's thinking abilities. On one ocasion they were together in an airplane. The father invited the son to take over the controls, to take a heading in a certain direction, and to keep the plane level. Later he told him to make a left turn, again keeping the altitude level. When James' father took over the controls again it occurred to him that his son was sitting too low to be able to see the horizon in order to have used that as a reference point for maintaining a steady flight. James informed him that he had simply watched over his shoulder at the hills to the side for a reference point.

On another occasion, when riding in the car with his father, James noted the low cloud cover and asked his father an entire series of carefully reasoned questions regarding the conditions required for an ILS landing by commercial aircraft.

James' father says that statistics, probabilities, and precise measurement have always fascinated James. This has shown itself in questions about how many of a certain kind of butterfly there are likely to be in a 2 sq. mi. area, or which of two very similar planes is larger, or sports statistics in general. James regularly reads the sports section of the newspaper to keep informed about these statistics.

James says that what surprises him is what peple can actually do - including really smart kids in his class who turn out really nice things and also brilliant scientists. If James could spend two weeks with someone that does a special kind of work he would pick a scientist. James notes that there are 5 animal groups and within the invertebrates there are 100 groups. There are also many kinds of viruses. These things interest him.

In school work, James' stronger areas are language arts, social studies, and science which is mainly report writing. In math, James is in the top group, knows all his facts and is the best in his class in that way, but recently confided to his mother that he finds it hard to do the questions - that he doesn't get it right the first time or whatever.

As something to be really good at, James would pick sports. He says he doesn't have the time to do them a lot, but he likes to be good at it when he does. He plays road hockey with the boys on the street. As friends, he prefers some of the boys at school who are really smart and are also good at sports. Sometimes his band, when visiting another school, will break to play soccer and have a hot dog. James' mother notes how much pleasure James takes in the comradery of these occasions. James also enjoys the floor hockey tournaments in which all the boys in his grade 5 class are participating.

In his enrichment class, James is currently writing poetry inspired by photographs of athletes in action. His enrichment teacher tells him he's good at that.

Among the activities that James prefers or avoids, his father notes an innate horror of order getting broken or disrupted. James has never been a child that likes to take things apart although the house has contained an excess of electronic gadgetry and his father has restored old cars and built show cars as a hobby. James seemed to view the disassembly of things with disgust when expressing concern as to whether his father would actually be able to put back together his mother's dismantled GT. James also raised objections at the possibility of the family moving from one house to another.

James' regular classroom teacher says that he is perceptive, relates things across subject areas, is quick to see inconsistencies, has a good self-concept and is self-motivated.

Family and Early Childhood

James has a 5-year-old brother, Chris. James' mother says that James had a difficult birth and seemed to cry constantly during his first two years. She describes herself as sort of a high tension person. She says she expected a great deal more of James and put a lot of pressure on him. She expected certain things from him: to do well, to try hard, to be good, to be reasonable. With her second child she says she's been more relaxed as a mother.

At 3 1/2 James went to playschool. At 4 1/2 the playschool teacher recommended kindergarten which he then started in October of the school year.

James' father has been well able to tutor his son in the areas of butterfly collecting and model making, having had those interests himself as a boy. James enjoys the company of his father when making puzzles or models. James' father takes considerable interest in him and says that when James takes an interest in something you have to have all your facts ready because James will ask endless questions.

James' mother supervises his flute practice and says that he does a better job when she does. She cautions him about getting addicted to watching TV quiz shows and points out how well his time could otherwise be used. Recently she was concerned that he wasn't reading enough and told him that he was really missing so much. They made up a contest for him to read 25 books by the end of May.

Almost everyday James leaves school to go to band practice and it's a different time each day. Each day they check if James has checked to find out what he missed. They also check his school project work and point out areas for improvement.

When asked if James is pretty good at getting his own way or tapping any "soft spots", James mother answered: "I'm usually pretty strong, 'No' means 'no'."

James' parents attend a church service every Sunday and James has as well for two years. Asked whether they thought James uses prayer, they said it was probably too early for that to be very well developed yet. However, they note that he's a typically good student doing his Bible readings and so on. When James was asked if he ever uses wishing he said no but that he does pray when something critical happens.

James' parents regard him as non-communicative about what he's feeling, playing his cards close to his chest, being very much unto himself, and not wishing to unburden himself on others. Recently they've come to suspect that he's more sensitive than they thought he was.

Doug

Doug is an affectionate, sensitive child whose life revolves around sports, being first, and enjoying his friends. He is considered a fairly capable student with his strengths being in math moreso than in language arts. His parents say they don't know how he keeps ending up with good marks given the amount of concentrated effort he gives it.

Sports

Doug's parents say that he's always been athletic, always tries to be best in sports, and that he's one of the better players in soccer. He began with baseball when he was younger and then proceeded with soccer and hockey according to the season. For the last two years he's been downhill skiing as well.

Regarding aspirations, Doug's parents say that he wants to be a hockey player or a football player. They say the only thing Doug is curious about or fascinated with is sports. They see the hardest thing in life for Doug to be schoolwork because it takes concentration and "that's the problem -- the mind is always on the soccer field or on the ice somewhere."

Doug says he'd use extra time to ski, play sports, and play with his friends. He recalls surprising people by winning the school grade level arm wrestling championship for the second year in a row. This year everyone thought that this real big guy was going to win but Doug did. For daydreams, Doug says that he plays hockey in his head. He plays right wing. As something to become really good at, Doug would pick skiing. If he could spend two weeks with a special person it would be a hockey player. An opportunity he'd like would be to go to an All Star game. Doug says that for most people, where they live and their jobs are most important to them, but in his life, sports will be most important.

Being First

Doug's father describes his son's passion for being first saying:"If he can't be first he hasn't tried hard enough or there's got to be another way." Doug's mother recalls watching him at a track meet and seeing him biting his lip and always watching to the side to check the next boy's position in the race. Doug's concern with being first is very annoying to his teachers as he applies it to everything from being first in line to being the first to finish assigned work. They have not been able to convince him that doing work properly and neatly is more important than being the first to finish. Further, upon completing his work, he always makes a point of raising his hand to mention that he is now finished. One of Doug's teachers commented that when Doug learned that he was one of the children to be interviewed, he settled down to doing his science and social studies much better than usual. Doug's parents also commented that he considered it a feather in his cap to be the only boy in the interview group from his class.

Friends

Doug has had the same group of friends since beginning school. They're on the same sports teams, in the same class at school, and spend their spare time together. According to Doug, the best thing about being his age is that you get to see your friends a lot. In their spare time together they play road hockey or other sports or just make up games together like hitting a tin can with a sling shot. What makes his friends fun, Doug says, is that "they think of so many stupid ideas."

Doug's parents say that he's never home and that "if it can be out with the boys, he's definitely gone." They see Doug as the ringleader of the group. If he's bored, they say that he'll get on the telephone and get everybody organized for a road hockey game. They recalled his frustration one time when he telephoned everyone and no one was home. He finally put down the telephone and said: "There's just nobody!" and then he bawled. Just then, the one person he'd forgotten about telephoned him and he ran out of the house in joyfull relief.

Doug also has a girlfriend, Yvonne, who was in the interview sample. He has liked her since grade one and they are now "going together". There are six other boys in Doug's class who have been competing for Yvonne's attention. For some festive occasion, Doug had sent Yvonne a box of chocolates. When he learned that a few of the other boys had done the same thing, he sent an additional box as well.

Doug is described by his teachers as being a leader and popular with the kids.

Sensitivity

Regarding Doug's sensitivity, his father says: "I don't think people realize how easy it is to hurt him." If his mother gets annoyed and screams at him, he'll turn into tears. Doug's parents think that he's coping with his sensitivity quite well in that no one seems to realize it, that everyone thinks he's macho and super tough. Doug's teacher describes him as shy and and as covering it up by: frowning a lot, not wanting to be creatively involved with anything, and adopting a macho front.

Doug's mother recalls a painful instance of stage fright when Doug was supposed to introduce a teacher at a PTA meeting. He started over three times, everyone laughed, he couldn't get the words out, seemed to have forgotten his last name, and then he bawled.

Doug's parents describe him as loving and thoughtful, always giving a kiss good-bye when going to school, teasing his Mom, and finding important and helpful things to do for her.

School Work

Doug says he likes math although he wouldn't say it's so easy. When asked what puzzles him the most in all of the things he's interested in or has thought about a lot, Doug says it's language arts. He says that when he reads a chapter and has to answer questions, although he knows the answer, it won't come to him, and he has to keep on looking back and finding it. As something to accomplish or try for the first time in the year ahead, Doug says it would be to get A's on his report card.

Doug's parents describe him as a poor writer in that he has lots of ideas but doesn't put them together very well. They also mentioned a recent spelling test result of 99 out of 100. Making models is something that Doug likes but he won't take the time or patience to read the directions. When told to do it right or not at all, he leaves it for his father to finish. Doug learned to play chess two years ago and plays in the chess club at school during lunch hour. He enjoys pinball and the games: Clue, Mad, and Trust Me.

At school, Doug gets a B in math and a C+ in language arts. When Doug was asked how he gets his ideas, he responded by using an example. He said that in school right now they were supposed to think of fund raising ideas. He said he put himself in the position of a person he knew who was good at getting different jobs and tried to imagine what that person would do.

Family and Early Childhood

Doug spends a fair amount of time with his Dad who drives him to towns or cities where his sports teams are scheduled to compete. They also watch sports on TV together. Doug has a sister who is three years older and the two have always gotten along well. Doug says that he enjoys having a sister. They often go skiing together.

During pre-school years, Doug's parents say he was "active, forever in trouble, and constantly on the go." Asked if they read to him, they said "not really." At the age of 18 months, Doug began staying with a sitter who had two children of her own. He changed sitters only once during pre-school years. By school age, his parents considered him to be more independent and grown-up than most kids his age.

Pat

Pat is a child whose high level of thinking ability is well matched by her drive and perseverence. While generally open to and inquisitive about anything new, she has maintained a strong focus on developing her writing ability. Pat actually enjoys going door-to-door to collect pledges and is a confident performer before an audience. Rather than having a well-developed sense of humor, Pat's parents say that she has a strong sense of justice and what is fair. Pat is very comfortable with adults and for a girlfriend prefers someone who can join her in playing make-believe. Pat's most frequently expressed aspiration is to be a famous author. From time to time she also mentions that she'd like to be Prime Minister.

Writing and Imagination

Pat says that if she only had to go to school 3 days of the week she would use the extra time to write stories. She likes writing fiction stories about animals.

Her writing ability was first acknowledged in grade one when she won second prize in a contest with the writing theme of: "Why I like my Mother." Pat's parents recall that, in grade one, Pat's stories were always put up on the wall and they were always 3 yards long. In both grades 3 and 4, Pat won first prize in the Young Authors' Contest. In this contest, children are presented with a picture and required to create a story about it and tell it to the judges. They also give a poetry reading using a poem they have selected themselves. For this year's contest, Pat plans to write the poem that she will deliver.

In her interview, Pat talked about a horse story she had once written. It began with a horse coming to her window. They spoke to each other about the horse's problem of where to stay. It finally ended with the horse moving into a spacious and accommodating children's zoo.

The main character of Pat's current story has a German shepherd's tail, the shaggy white body of a goat, a goat's head with short black hair, and a gold unicorn's horn. Pat says the character is real neat to work with because you can do so much with it. Her favorite author is the one who wrote Charlie in the Chocolate Factory.

Pat described a strategy she uses for story writing. She says she takes her dictionary, turns to any word and then asks herself: "How can I use that word to make a plot?" She writes it down, does it again with the next word she finds that interests her, keeps doing this, and then tries to put them all together. Pat says that she made up this strategy herself about six months or a year ago when she noticed her dictionary lying there in view.

Asked if she illustrates her stories, Pat says no and that one should be able to paint a picture with words if you're getting better.

As an example of using willpower, Pat describes writing, losing a plot, wanting to just go away and watch TV, but sitting and thinking up another plot instead. If she could spend two weeks with a person that does a special kind of work, Pat would pick an author. Asked what she would like to accomplish or try for the first time in the year ahead, Pat describes the struggle involved in trying to write a book. She says she'll put down a plot and then decide that, no, this is not going to work. Or she'll put down a sentence and then wonder how she is going to get from here to the end - you've got to have something in the middle. Beginnings and endings, she says, are easy but you need the inside first and a plot is one in a hundred to find a good one.

As an interest, Pat's father writes science fiction. He says that: "The difference with her is the imagination. I mean she can write fiction right now better than I can write fiction. I can help her along on the technical aspects but her imagination is way ahead."

Asked what kinds of friends are enjoyable, Pat talked about someone called Jolene. "Sometimes I get so fed up with her but she's really nice. Like I really like to imagine myself as other people and different things - princesses and all sorts. And she's like that too. Like I'll say something and she'll say: 'Oh yah, and then we can pretend that we're . . .' And I really like that because some people go: 'Oh, how can we do that? We're not princesses or policemen.'"

Pat described with pleasure an occasion when she had been asked to keep a 4-year-old occupied at a function where all the adults were busy. She discussed at length how she pretended to be an elephant for the child and then they both became elephants and how much fun it was.

Use of Prayer

When Pat's parents were asked whether Pat uses prayer, they said that they would tend to doubt it and that they're not religious. They acknowledged, however, that Pat was familiar with the Bible and that she had gone to Sunday School when she was little. When Pat was asked if she uses prayer, she said: "Yah, sometimes when I want something to happen, I picture myself talking to God or something."

Interests and Thinking Abilities

Pat's father says that she always makes connections between things. Sometimes when you're talking to her she'll say that oh it's like this or it's like that. She'll transfer things from one area to another and then build on the connection saying that oh, then that's why . . . .

Pat's father also mentioned that she is always open to trying new things and asks "why and how come" questions about a whole variety of things. He recalled that recently when she passed through the garage when he was working on the car that she kept asking questions until he had completely gone over the workings of the entire engine.

Pat says that she likes to read a lot. She enjoys mysteries and likes reading The Wizard of Oz . She recalls having been able to read before kindergarten.

When asked who makes the biggest difference to what happens in the classroom, Pat says it's the kids. She says the teacher asks the kids what they like and then he teaches them so that they'll like and learn.

When asked what puzzles her the most, Pat comments on the complexities of government and politics. She says there are so many branches to go into. She also wonders why non-confidence motions are allowed to happen when they have the effect of unseating elected representatives - representatives already carefully chosen by the people.

For something that she'd like to be really good at doing, Pat says she'd like to know little kids better.

As for what surprises her the most, Pat says: "It's the way they keep discovering different things like first it was the space shuttle and then . . . . And there's so much space. It just goes on and on. It doesn't seem like it should be there."

In math, Pat says she likes the fact that numbers can make different numbers. And she likes the idea of different bases. She says it's neat to be able to think in a different way than just 10's and to imagine that maybe people on Mars use a different base.

Pat is currently reading Agatha Christie in a class at school. She talked with pleasure about how she was using historical and life cycle clues to deduce Agatha's age throughout the text. The authoress carefully avoids mentioning her age at any point in the autobiography.

Two years ago, Pat's parents gave her a guitar for Christmas although she had expressed no interest in it. They said that she took to it willingly, taking lessons and practising when reminded.

Pat's mother said that she herself has played a lot of Chinese checkers but that Pat is now only two or three moves behind her.

In school work, Pat's parents said that her math performance is on par with her language arts. She has to work at the math though, it's not as easy. The boy from Pat's class who was also interviewed said that Pat is commonly known as the top student in the class.

Determination and Ability to Accomplish Objectives

Pat's father describes her as very competitive. He says she wants to impress, likes the spotlight and being number one. She likes winning, losing is . . . the pits. She has high standards and likes to do well at anything she does, or else drop it if she can't.

When Pat was asked if she was good at getting her own way, she said: "If I want something I guess, if I go about it the right way."

When Pat's parents were asked if she was good at getting at her own way, they said: "Oh yes, she's fairly cagey, she's no fool. Father's her sucker, moreso than Mom." Asked if there were any household rules that try Pat's patience, they said: "Most of them - what few we do have try her patience." They also indicated that Pat does try to get around these. For example, she'll cause a scene when it's time to set the table thereby getting sent to her room and getting to do what she wanted to do in the first place. The mother suspects that Pat is definitely conscious of doing that.

When Pat was asked if she uses willpower, she said: "Yah, sometimes I try and convince myself: 'Pat, you're going to do it', and then I sit down and do it."

Pat's father has particularly noted her perseverence in skiing as athletics do not come easily for her. He says it bothers her that her little brother will do better than she does with seemingly less effort, but she will try and try and try all day long.

Friends and Social Life

Pat's parents have noted that the other kiddies have always come to Pat and if they didn't, she didn't seem to miss them if she had a good supply of books. They say that she can be almost frighteningly self-sufficient.

Recently, however, Pat has shown more concern with being part of the social scene - enjoying Guides as a night out to giggle with the other girls and being determined to get in more than her fair share of the dancing at an up and coming dance.

Family and Early Childhood

Pat is the oldest of four with the next child, Brian, being three years younger. Pat's parents said that they spent a great deal of time with her during those first three years since she was the only child then. They say she was always independent but they always did a lot with her and took her places and read to her. Pat's mother is currently one of the Guide leaders.

Until about grade 2 or 3, Pat used to bring home junk found in an alley and then figure out what she could make out of it.

Pat's parents describe her as more uptight than Brian who is more relaxed but more self-conscious. Pat's father says that they think she's wonderful and he refers to her as "Super Girl" and "the Princess".

Wendy

Wendy's mother says of her that "she's the funny one. Right from the time she was little I knew she was smart. Rather than being the dooer filling every minute of every day with activity, she's more quiesent, more satisfied to sit and think about things." She doesn't want a lot of things and she doesn't like a lot of clothes. Her teacher says that she has one or two close friends rather than being into the whole social scene. She's an A student who is also noted for her imagination. Her mother says that "if she were to find something that she would be interested in, and if she were to do it, I think that the staying power would be fantastic."

Imaginative Activity

Wendy talked about a friend she'd had until they moved last March. She and her friend used to make up shows where they'd simultaneously do the same things using a tree and the gym equipment in the yard. They'd keep finding new ways to use the equipment. They both had collections of horse figures that they spent a great deal of time playing with together as well.

Wendy has 52 horses in her collection. They all have names, ages, and lineages with sires and dames firmly noted. She organizes them putting the mares in one pasture and the geldings in another. She writes lists for them for horse shows and all the events that each will be entered in.

Wendy collects all sorts of treasures. When ordered to clean out her closet it takes her days to do it -- moving her boxes of treasures from her closet to the garage. The garage is now half full of her treasures. The most recent clean-out involved the transport of 18 boxes of treasures to the garage.

Before Wendy started going to school she always enjoyed wearing costumes -- the head apparel of a kitten costume, or a bunny, or even a helmet.

Abilities and Interests

Wendy knew all her numbers when she was 3. She likes to play cards and is good at it. She used to play a lot of solitaire, five different kinds that she learned when at pre-school age.

When Wendy was 5 her mother took her to the Suzuki violin program. Wendy's mother said that she thought Wendy needed something more. When asked if she had a music background to begin with, Wendy's mother said that no, but you do a lot of things for which you have no aptitude when you're a mother.

They went for two years and Wendy's mother said Wendy was fantastic at it. Then one day Wendy said: "I'm not going play that violin again ever." Wendy is now in her second year of piano and likes it. She says she also enjoyed the recorder at school last year. She's in the city's youth choir and says she likes singing.

Wendy describes herself as a kind of horse freak. She wants to get a horse and become a good rider even though she has memories of being scared to death when jumping with horses in grade three. Her mother said she began gettting bucked off horses when she was 3 years old. Until a year ago there was always ready access to horses. And Wendy's older sister rode a great deal. Over the last two years, Wendy has saved $400 towards her horse and she won't spend that money on anything. She's also read and sometimes re-read all the horse stories she's been able to obtain.

Wendy's mother says she can ask extremely complex questions. Some for example are in the area of science. Her father can answer these and she seems to understand right away. She enjoys watching the television program, "Life on Earth".

Wendy's teachers describe her as an intelligent all round A student. When asked what her favorite subjects are, Wendy answered: "I like spelling and that's about it. I like most of it." When asked about math, Wendy said: "Math is pretty easy to do but I don't like the subject."

Wendy said that when she writes stories she can get ideas pretty fast. She just makes up the story as she goes along, doesn't know how long it's going to be, and just writes until it's finished. Asked if she writes at home, she said that writes stories for her Dad and since he enjoys them she likes writing them. Wendy said she also writes poetry, like for spring and summer and different holidays like Christmas and Easter. Asked what surprises her most, Wendy talks about nature and the way the trees' leaves come back on and the flowers come back up.

During spare time, Wendy says she plays games by herself in her room and she likes to read a lot. She reads horse stories and fairy tales. In the year ahead she'd like to join a soccer or a baseball team. When asked what she thinks will be most important in life to her, Wendy answered: "Being able to support myself."

Family and Early Childhood

Wendy, the youngest of four, has a "good thing going" with her Dad. He was the youngest of five and says that the two youngest have to stick together. He's very patient with her, humoring her when she gets disgruntled with falling while skiing.

Wendy's mother said that she didn't encourage her children to try to read before school age but she always read to them and sang to them. Wendy's older brothers and sister were very vocal, raucous, demanding children in the home when Wendy was a pre-schooler. Wendy was always carted about in the car as they were driven to their activities.

The family lived on an acreage for a number of years so that the children would have the experience of growing up around farm animals. When they moved into town, the new home was across the street from an elementary school. Wendy, however, flatly refused to change schools.

Kate

Kate is described by her teacher as non-communicative and by her mother as withdrawn and self-conscious. Kate says she's always liked math and been good at it. She sketches animals freehand from pictures in a book and likes music and dancing. Her teacher says that when new art techniques are introduced, Kate will expand or modify the techniques to make them more difficult. While a good oral reader, Kate has trouble with interpreting, comprehension, making inferences, and comparing. Her sentence construction is also weak. Generally, Kate has a tendency to quit lessons or groups that become boring or repetitive and she resists trying something that she thinks she might not be able to do.

Kate's Discomfort

When Kate was asked what she'd like to do if she only had to go to school 3 days of the week, she said she'd take her dog up the mountain for a run. Nothing else came to mind.

Kate has an older brother in elementary school. He and his friends tease her which she doesn't like. When asked if there was anything at all that was good about having a brother, Kate said: "No."

Kate's mother says that Kate is very withdrawn at times. When she's been upset, her mother has tried to talk to her, tried to explain things to her, but Kate shuts her out.

When Kate's parents were asked what Kate is most excited to tell them about when she comes home, they said she never is. The only thing she'll discuss sometimes is something that upset her. She can't understand why some things have to be done in a certain way. Her mother says they'll sit down and try to explain it to her but she still sticks to her own opinion. She also gets mad because they don't agree with her.

Once, Kate's parents recall that she came home ecstatic because she'd gotten to take the classroom's gerbil home for the weekend. Kate had been wanting a gerbil but they already had a dog. This weekend was to be the trial to see how things went to determine whether Kate could get her gerbil. But things didn't go well. The gerbil got out of the cage and the dog chased it and she can't have one.

Kate's parents were asked what Kate does when someone else in the house has a project going. Her mother says she wants to help but usually ends up hindering and gets told to go away. Kate's mother says that Kate figures she can watch something, know all about it, and be able to do it. She doesn't want to start at the bottom but wants to jump right in at the middle.

Sometimes Kate will phone her mother at work and ask if she can bake something in the kitchen. Kate's mother says : "Yes, but read the instructions." But 9 out of 10 of Kate's baking products go into the garbage by Kate's own decision. They recalled one example where the cake stuck to the bottom of the pan and came to pieces as she tried to force it out.

Kate's mother says she likes to be alone. She closes her bedroom door and plays music. Kate's mother thinks she dances in front of her mirror.

On Saturdays, Kate goes bowling and her brother plays hockey. Kate's parents indicated that they would have to go to hockey with her brother. Kate said that was fine. Kate's mother said that Kate doesn't like them to watch her bowl anyway. Kate has started playing basketball and Kate's mother is sure she'd refuse to play if they came out to watch her.

When Kate's parents were asked if Kate ever finds an unusual way to do things, Kate's mother commented that she has her way and there are certain areas where that's not the acceptable way to do things or dress and Kate gets really mad because she wants to do it her way and you're trying to guide her. Kate's mother notes that Kate is sensitive and moody and even if her mother compliments her appearance in the morning she doesn't take it well.

Kate will sometimes have a girlfriend sleep over but refuses offers to spend the night at their homes. Kate's mother says she's physically mature for her age and she's shy about that.

Kate has gone to Brownies and Guides where her mother is one of the leaders. Kate wants to quit but her mother insists that she will stick it out. Kate's mother notes that Kate is half a year older than the other girls, finds the activities boring, and says that Guides are "sissies".

Abilities and Interests

Kate says she likes math and has always been good at it. Her parents recall that in grade one or two, a cube was brought into the classroom and Kate was the first one to see the pattern that the opposite sides of the cube always added to 7. Kate's teacher says that she could be very good in math but she's hesitant to try. The teacher has moved her into a faster moving group and says: "You can see the tension. She's afraid she's going to get it wrong." Kate's father notes Kate's frustration in that she does well on some of the math tests, doesn't do well on the speed tests, and that brings her average down.

When Kate was asked what she does when she gets stumped on something, she said that she leaves it for another time and then goes back to it to try and fix it and it comes together better then. When asked what she does when she needs an idea, she said that she tells someone about it and they give her suggestions. If there's no one around she'll do something else for a while and then the ideas will come to her.

When asked if she ever does any writing, Kate said she does but not for school. Sometimes she'll have some ideas and she'll write them down and keep them until she's used them. The writing work she likes at school is short stories. She doesn't like having to write paragraphs at school.

Kate says she does some drawing in her spare time. She draws animals. She just looks in a book and draws freehand. She keeps her drawings in a drawer. Kate's teacher commented on her inclination to extend and explore art techniques introduced in class.

Kate likes to listen to music, mostly rock. She also likes doing folk singing at school. When asked if she'd like to play an instrument, Kate answered: "When I grow up." When Kate's teacher was asked when it was in school that Kate showed enthusiasm, she answered that it never happens -- only in P.E. -- then she likes to dance and run around. The only other time Kate shows any warmth or sparkle is when she gets to talk about her dog or something she's brought from home. When Kate was asked what she'd like to accomplish or try in the year ahead she said she'd like to try jazz dancing. Kate's mother said she took ballet when in grade one but was disappointed with the boring repetitive exercises.

Kate goes swimming regularly and her Dad takes them. Last summer, with her Dad as coach, Kate was on a baseball team that won the trophy.

Kate's girlfriends are very bubbly, outgoing, friendly girls. She goes along with them in whatever they join. She says her friends are interested in what she likes to do.

When asked what she's always wanted to do but hasn't had the opportunity for, Kate talked about wanting to build a doll house or something but not having the right materials.

Wishing and Prayer

Kate says that yes, she always wishes for things but it doesn't work. She uses prayer sometimes too. When her parents were asked if she uses prayer, they said they didn't think so.

Family

Kate has one older brother in elementary school who her parents describe as her complete opposite -- her brother being more accepting and reasonable about the argument that "That's just the way it is."

Kate likes her grandfather who spoils her and she laps it up. He lives in another location and has promised to take her parasailing this summer. Her parents note that she wants to spend two weeks with him this summer. She's very excited and says she's going to cook for him and it will be just the two of them. They hadn't decided yet whether she'd be allowed to go.

Sara

Sara is a placid person who likes everybody but seems content to keep herself busy by herself. Sara thinks she might like to be either an artist or an accountant because she likes art and math. She used to read a book a day but now more fully devotes her time to her latch-hook work. If she runs out of a certain color of yarn she calmly checks the back of the box for an address to which she can write for more. Sara finds science to be a struggle because of the reading and writing work involved. She won a story contest in grade three, and, for this year's contest, has done research on Egypt which will be the context for the story. Sara is an A student in math and a B student in language arts.

Art and Craft Interests

If Sara only had to go to school 3 days of the week she'd use the extra time to work on her latch-hook and practise piano. Sara started doing latch hook two years ago. She usually does designs of flowers or animals. She's done many of them and they take a month or two each to do. Her parents explained that latch-hook is like heavy embroidery that makes fuzzy pictures.

When Sara was asked what was the most difficult thing she'd ever had to do, she said it was to figure out how to do the latch-hook. There were lots of instructions that were hard to follow and she had to keep ripping it out and re-doing it.

About a month ago, Sara also learned to do some needlework and petite point from her Grandma. Her mother doesn't do stitchery.

Sara says she also enjoys sketching and likes to draw scenery. When asked what she'd like to be really good at, Sara said drawing and sketching. If she could spend two weeks with someone that does a special kind of work she would pick a nature artist who draws animals. She'd like to know how to sketch them.

Plays would be of interest to Sara, especially the costumes. For a year now she's used the sewing machine and she sews doll clothes.

Abilities and Other Interests

Sara has taken piano lessons for 3 years. In her first year of piano she won first place in the category she was in at the music festival. She's also in thw city youth choir and says it's fun.

Math has been something that Sara says she's liked since grade one. Her parents say she's enjoyed counting money since the day she saw her first quarter. She likes going shopping with her mother and enjoys taking all the groceries out of the bags and putting them away. She took notice of prices before she started school.

Sara says she likes to write stories in school and sometimes she writes stories at home. She says she tries to brainstorm ideas and make a story up. She remembers that in grade 3 she wrote a story about "If I was invisible." Her parents recall her winning the "super story contest" in grade 3. Her father noted that for the current contest, Sara has done research about Egypt, checking on the reign of a certain king for whom a sphynx had been built. She's going to write her story around that.

When asked what she would pick if she could choose one thing she wouldn't have to worry about anymore, Sara said it would be to be better at science in school. Science involves a lot of reading. She likes social studies better because there's more drawing and so on.

Sara's teacher notes that she is a good, conscientious, average student, serious, but with a quiet sense of humor. She is noted for her stick-to-it-iveness.

Sara likes swimming and basketball and floor hockey. She's on a basketball team. Games that she enjoys are crib, monopoly and backgammon.

Wishing, Willpower, and Prayer

Sara uses wishing when she wants to get something or go to some special place. Sometimes it's worked. She uses willpower to help her stay calm and think when she's in trouble. An example of being in trouble is not being able to figure out her homework. She uses prayer anytime. The family is Catholic and Sara aattends Catechism classes.

Family and Early Childhood

Sara is the youngest of 3 children. She has a brother 5 years older and a sister 6 1/2 years older. Sara's mother notes that when Sara was a preschooler, the others were in school so Sara was at home alone with her mother and there was no racket.

Sara has grandparents that live a few blocks away. Sometimes she will spend the night there. Granny gives her lots of attention, shampooing her hair and letting her help with the cooking.

Sara's mother says she read to her when she was little and now Sara reads to her at night.

Sara's parents say that she plays more by herself at home than with other children. They note that Sara's friends are usually the ones to call her. When Sara's mother drives Sara and all the other girls home from youth choir, she notes that Sara is the quiet one while all the other girls do all the talking.

Daisy

Daisy's teacher says that she's an average student, is terrible in math, blends in with the normal average students, and has had trouble socially being new to the school this year. Commenting on her daughter, Daisy's mother says: "I think she'll do very well. She just strikes me as that type of a person." Daisy's mother notes her daughter's confidence, assertiveness, interest and ability in getting along with people, and the talents she has in story writing, art, and music. She also finds her daughter a delightful person to be around. Daisy says she wants to be a teacher. She says she likes the kids and she likes being around people.

Recent History

Daisy's parents separated a year and a half ago. Daisy didn't handle it very well. With the separation, Daisy, her older sister and her mother moved to another city. Daisy's mother said that grade four was a terrible year for Daisy. When grade five started Daisy went to different school. Daisy still wishes that her parents would get back together again.

Activities, Abilities, and Interests

Daisy's mother says that she's a busy child, never bored, and never at a loss for something to do.

She says that Daisy loves art work and always seems to be drawing. She's not exceptional at it but has good color sense. Daisy says she likes drawing and mainly draws scenery and landscapes and mountains. This interest in drawing scenery began two years ago when she spent some time at her aunt's cabin and there were all these hills and stuff. She also draws her dog which is a poodle. Daisy said that her father draws in his spare time, making sketches from photographs. She talked about a sketch he had done from a photograph of her and her sister. Daisy would like to know how people who sketch like that can do it so good. Sometimes Daisy and her sister will make pictures and then put them together. Daisy will do a picture of what's happening in one place and her sister will do a picture of what's happening in another place and then they'll put them together.

Daisy mentioned recently building a house out of little sticks which she had carefully counted to make sure she had enough for the way she was going to build it. As something that she'd always wanted to do, Daisy talked about building this "house or sort of farm" but not having the right materials.

Daisy has been taking swimming lessons for 6 years. She recalls that her mother was surprised that she could swim well when she first started. Daisy says that water skiing is the most difficult thing she's ever tried to do. As something to accomplish in the year ahead, Daisy would like to learn to water ski and get good at sports such as basketball. Where Daisy lives, there's only one girl for her to play with and they ice skate and toboggan together. They've been friends for a year and a half. They are known to be friends at school although they are in different classrooms. The girlfriend had been invited to be in the interview sample.

In the area of music, Daisy took piano lessons for two years when in grades two and three. Her mother says that she had beautiful rythm but she had no push to practise. Daisy says that her sister plays the trombone and she wishes she could too. Daisy and her sister enjoy playing records a lot and dancing together.

When asked about writing, Daisy says that she writes stories and letters. Her mother says that she can write a nice little letter giving lots of information and not askng too many questions. The story writing, she notes, is at school rather than at home. Daisy's mother says that Daisy's stories are good, that she seems to have a good imagination, and that it shows up in her story telling. When Daisy's mother was asked if Daisy ever writes poetry or songs, she answered: "No, but she keeps telling me she's going to. I think it's there. She keeps telling me she's going to write a song."

Personality Characteristics

Daisy has a sister who is about a year older. Their mother notes that in the area of personality, Daisy seems to have an edge on her sister who is quieter and hangs back a little more. Daisy, she says, has a lot of confidence in herself, a lot of friends, and gets along well with her friends.

Of the two sisters, it is Daisy who tends to take the initiative or take the upper hand. If the girls call their mother at work, it is Daisy who will place the call. If their mother mentions in passing that the place looks like it needs vacuuming, Daisy will grab the vacuum without being asked and will very quickly do a marvellous job. Several times, the two sisters have taken the 400 mile bus ride back to their home town on their own. It was always Daisy that initiated the idea.

Generally, Daisy is quicker at doing things than her sister. Her sister tends to be slower to get something done whereas Daisy will just do it and have it finished with.

Daisy's mother says she has a really good fun sense of humor geared at her own age level. She realizes when she's being funny and then she really pours it on.

Daisy's greatest strength is with people and her biggest concern is for people. She enjoys people, wants to know about people, likes to know what they're doing and why they're doing it. When Daisy was asked what surprises her the most, she said: "People mostly. They do things you never expect them to do. Like little kids that can get up and water ski and you can't do it. And other people that can't do things that you can." Daisy's mother says that Daisy is very perceptive about how other's are feeling. Daisy can tell when her mother doesn't want to be "helped" with something she's doing. If her mother isn't feeling great, Daisy will bring a blanket, a cup of coffee, and a book.

In general, Daisy is given to "high's" and "low's" but seems to be settling out a little. She's sensitive to criticism and her feelings are easily hurt in that way.

School Performance

As something that she'd like to be really good at doing, Daisy would pick math. She says she likes it and it's her favorite subject.

Daisy's mother sees her strengths to be more in the area of writing. She says that Daisy has a little bit of trouble with math but seems to be getting stronger in that area. During the last two months, all of a sudden, things have just clicked with her. Sometimes when Daisy has trouble with math, her mother shows her how to do it and then it all comes.

When Daisy's mother was asked if Daisy has any trouble in language arts, she said: "If she settles down she can do it. It's just a matter of a little bit of sentence structure, a comma here, a capital there. Her spelling is pretty good. Her errors are mainly phonetical rather than gross errors."

Daisy's mother said that her marks weren't that good when she started school in September and that the first two months of school basically went into socializing into the new scene. When Daisy was asked what was the hardest thing about being her age she said that it was coping with what you have to do when you start a new grade because of the different kinds of work you get.

In general, Daisy's mother says that she has to work for the marks that she gets. She'd be happy to get a C but she knows that her mother would like her to do better because she knows that she's capable of more. Daisy's mother says that she has really just started to read, using Judy Bloom books, as a recent household routine has been that the girls can read for the last half hour before they go to sleep.

Wishing and the Use of Prayer

When Daisy was asked if she uses wishing, she said: "Yah, I wish for lots of things . . . ."

When Daisy's mother was asked if Daisy uses prayer, she said: "Oh yes, she believes in God. We go to church on a regular basis and try to live our lives in a Christian way. She says her prayers everyday." When Daisy was asked if she uses prayer, she said that she didn't usually. When asked if she uses it when she's upset, she said: "Yah, and I wish."

Early Childhood

Daisy's mother notes that, as a little girl, Daisy did very 'female' things -- playing with dolls, being in the kitchen with her mother, coloring, pasting, cutting, etc. Daisy clung to her mother a lot and found it quite traumatic to go to playschool at 3.

When Daisy's sister started kindergarten, Daisy had half a day alone with her mother and they always did something. When Daisy started kindergarten, she still had the half day with her mother. The way things worked out, Daisy's mother says that she spent more time with Daisy than she had with the older sister.

Ben

Ben, who sometimes tells his mother he's going to be a millionaire, comfortably inhabits the dual worlds of Star Wars and the Financial Post. To tide himself through the tedium of his paper route, he pictures battle star wars in progress in the neighbourhood. He then takes his paper route money to the stock market. Ben is good at getting his own way and is very conscious of strategies he uses to achieve his ends. He finds logic testing math questions to be boring and prefers to determine the meaning behind people's actions. He also enjoys devising schemes and checking them out on his calculator. Ben is described as diplomatic, tactful, and mature beyond his years. In the past, and one might think probably still now, Ben has wanted to have a very good friend.

Imagination

Ben said that when he does his paper route there are no people to see and so he daydreams about battle star ship wars in progress around him. He described in some detail the kinds of attack and defense tactics he would picture occurring in different locations in the neighbourhood.

Ben says he has hundreds of stuffed animals and he recalls the kinds of imagination games he has played with them. He would stuff a rocking chair full of them, play the Wizard of Oz song, and pretend they were a band. Or he would make two teams of stuffed animals at opposite sides of the room and have them flip a tennis ball back and forth. If the ball hit the wall the team got a point. The bears won.

Sometimes Ben would build a huge city out of everything he had - lego, tracks, etc. When he had to disassemble things and put them away he would imagine a battle in progress which for example would blow up all the lego to explain its disappearance. And then a storm would wipe out another section and so on.

Ben says that when he has to clean his room it's a little harder to think of something. But he'll pretend there are fellows underneath throwing all kinds of junk up onto the bed.

In art, Ben says he can think up some pretty good jokes but he has trouble drawing the animal characters. And by the time he's got the cat drawn he's forgotten what the joke was.

His parents say he'll do some art work two or three times a week, mainly drawing star wars pictures. Ben's mother remembers bringing home small pieces of scrap paper, end cuts, which Ben proceeded to fill with minute, fine designs. He made a bookmark for everyone he knew. Sometimes the design would be of a way-out machine with someone being captured in the machine.

Sometimes Ben will make up a very elaborate game with a set of rules that are so long that his father has no hope of being able to play it.

Ben's parents call him a bit of a dreamer who resents having either his reverie or his news watching interrupted to take out the garbage.

Sometimes Ben will take a stick and just start digging in the backyard. His mother says she doesn't know whether the hole is supposed to go to China or wherever, but he'll go back and dig in that same hole tomorrow.

Ben does a lot of things with junk. His father wasn't allowed to throw out the old tire because Ben was certain he could do something with it. He's always scrounging scraps from anyone's projects. Ben uses the sewing machine to make flags, a pillow, a hat, or parts of a costume. The flags go into mud castles or snow castles.

Ben says he'd like to get ahead of Pat in creative writing. Pat is in the interview sample. Ben came in third in the Young Author's Contest where she placed first last year. He said they showed them a picture and told them to make up a story and tell it to them. Ben said he practised for this a lot at home beforehand. When the time came he was so nervous he forgot to put in a main part to the story. He said the picture came from National Geographica and he'd already read the article that went with it. He said that didn't help him.

Ben recalls how in creative writing class in grade three it would take him till the end of the period to come up with a brilliant idea. By then the other kids were already working on their good copy and he had to condense his story into about four sentences. To get ideas for stories he says he just sits and looks around the room and just thinks and thinks until he sees something that gives him an idea. Ben says he likes reading fantasy and adventure and reads fact things for a break.

Getting His Own Way

Ben says he likes rearranging his room and the way he has it now he's put the bed beside the bookcase so he can reach the books from his bed. He says he also pretends he needs a night light left on all night so that he doesn't have to use a flashlight to read after he's supposed to be asleep.

If people interrupt him to go and do something else, he says he'll do it but he'll do it as poorly and slowly and half-heartedly as he can until they say: "Oh go back to what you were already doing."

Ben's parents say that if he wants something and thinks it might be denied him, he will do some scheming and thinking and his approach is sometimes a bit unusual and it is usually one that will win. They think he plans it so that he will get his own way.

His parents note that he will try various ways to do something and when it doesn't work it will appear that he's forgotten it but then two months later he'll go "aha" with an idea and be back to it again.

Attention to People

When Ben was asked: "When people disagree with each other, why do you think that usually is?" he answered: "Some people, they don't want to do something and they don't want to say 'I don't want to do that' and so they just disagree and say this is a better place to go or do. They're chicken to say 'I don't want to do that'."

Ben says the best thing about being his age is that there aren't as many older people in school to push you around. In fact, now you're big enough to push others around but he said he doesn't because he remembers not liking it when he was little.

Ben's parents say that he's more diplomatic than you would expect for his age, always being careful to treat his parents equally and to not offend one or the other. Further, Ben is unwilling to say anything nasty about his age-mates. At worst, he will say that he doesn't care for this person but that he's good in some other ways. .

Ben's parents also say that Ben sums people up very quickly and accurately, seems to get down to the core of the matter, and often expresses an opinion you wouldn't expect a child to express. They say that Ben enjoys analyzing people and situations in everyday life and that he thinks trick logic questions in math are stupid, a waste of time, and obvious. Ben would prefer to wonder why you are doing something, and why you said something, and what is your reason for doing that.

Ben's parents have also observed that he is sensitive towards other people and considers how he speaks to them so as not to offend their feelings.

Investment Interests

Ben saves his money in the bank and then buys stocks and gold and silver with it. This began two years ago. Ben talked about the three stocks that he has. His father never has to look up the price of gold and silver because Ben quickly chimes it out as soon as he grabs the newspaper. Ben's father says that Ben is very intrigued with the concept of "interest".

Ben says he enjoys thinking up schemes and he's made up lots of them. He described one which would involve children and marbles. The scheme sounded like a combination of a pyramid structure and a brokerage system. Everyone's initial investment was carefully protected.

Ben's mother says that he's unwilling to dispose of last year's collection of hockey cards insisting that they will have investment value.

Other Interests

Ben has maintained a serious interest in stamp collecting for four years. He buys his own First Day Covers, subscribes to Stamp News, and asks for stamp-related items for Christmas. The activity caught his attention as he saw letters arrive from relatives in different parts of the world and as he accompanied his father to buy stamps for dealers when on their travels.

If Ben could spend two weeks with someone who did a special kind of work, he would pick a magician. He's read up on how they create a number of their illusions but there are still a few that he hasn't figured out and would like to learn about.

Ben says that he lacks the finger coordination to learn to use a typewriter or play an organ, but he's done quite well with the ukelele this year at school. His mother notes that his music strengths are more in the area of appreciation and that he puts on music at home to listen to of his own volition. Ben accompanies his parents to concerts.

Ben got a set of wood carving tools a year ago and although he hasn't done much with it he's never entirely left it alone either. He carefully inspects each piece of wood his father means to throw out and saves those he considers of better quality for carving.

Ben's parents note that history or more specifically, ancient civilizations, are of interest to him. Ben long ago developed the habit of taking along something to read if he went with his parents to a restaurant or somewhere else where things might get boring. If he's stuck somewhere with nothing to do he will read anything that is in reach. At home he regularly reads Time and Financial Post.

Each year in school, Ben has been in a play. This year he has the main part in "St. George and the Dragon".

School Performance and Thinking Abilities

Ben says he would like to get ahead of Pat in creative writing and he would like to beat Rick in math. In math he gets annoyed because they have to copy out the questions even though he can figure out the answers in his head.

Ben's school performance is dampened by poor handwriting and terrible spelling. His teacher says he can't seem to make Ben understand that he should learn to spell now because things will get much worse for him later.

On any assignment, Ben says there are 5 marks for neatness and 5 marks for handwriting and he loses out on both which knocks his mark back a long way even though he gets good marks on the rest of the assignment. His mother says it seems like every third word is spelled incorrectly. Since cursive writing began in grade 3, she thinks that Ben has generally avoided writing because it is so laborious for him.

Ben's mother finds that other children his age do not ask questions or express opinions as Ben does. However, she doesn't think he's far different in this way from the group of students he moves with. While Ben is an avid reader, his teacher says that he has several other students who also read university level books and who are currently interested in reading about Winston Churchill.

Ben enjoys playing "Stratego" and his father says he has trouble keeping up with him at it. Ben is also pretty good at crib and likes "Battleships" which involves guessing and memory.

When Ben's mother talks about his independence and ability to sort things out for himself, she uses the example of when Ben was in grade 1 or 2 and didn't have any friends or something. She said he reasons things through along the lines of: "I can only do my best and if I'm not wanted there are other things I can turn my attention to."

At one time they were visited by a 17-year-old relative, Jennifer, who was an exchange student. Ben and Jennifer had a wonderful rapport and frequently abandoned the adults to giggle and laugh while doing chores together, or to play games, or to do outdoor things. When she left, Ben looked as though he'd lost everthing.

Ben says that friends who are most enjoyable are ones who are smart, not rough, and are good at something he's not.

Family and Early Childhood

Ben's parents say they think Ben is better behaved than most children because as older parents in the over 40 group they're probably less tolerant. They note, however, that even as a baby, Ben seldom needed reprimanding as he easily learned what was not to be touched. His mother read to him before he could talk.

The family's summers have typically been spent at a lake or beach at home or abroad with travels to England, Australia, New Zealand, and Disneyland. For three summers, Ben's only toys were a jeep, a shovel, and a bucket. He spent endless hours making dams and dikes and holes. Ben recalls spending the whole summer in Australia last year and going to the beach while all the kids there were in school. On these travels, Ben's parents have been surprised at the physical endurance their son will actually demonstrate when excited with novel water games and so forth.

Ben's mother says that while Ben will pull pranks around her, he hould hate to do anything to disappoint his father. She says Ben has a great liking, respect, and love for his father. The two frequently enjoy wrestling on the floor together. Ben's father says it often seems like son bringing up father in the way that Ben will point out his errors while driving, etc.

Jennifer

Jennifer has a twin and another sister a little younger. Of the twins, Jennifer is the more capable and the more competent. Jennifer's parents say that "she thinks she's a really great house drawer." Jennifer, in fact, finds quite a number of things to consider herself as being good at. The family moved from another province 2 years ago and the girls had to change schools once after their arrival. Life wasn't as good here and life-long friends and family were left behind but Jennifer, unlike her twin, was positive, supportive and helpful throughout. Jennifer has always wanted to be a teacher but worries about how one copes with kids that are bad and give you a hard time. She, for one, refuses to play with kids that are bossy or don't play right. When asked the questions about what puzzles her or what surprises her, Jennifer was at a loss for an answer. Her parents noted, however, that she watched the last two elections on television and asked a lot of who, why, and what questions throughout. Jennifer, who is quite assertive in a number of ways, recently demanded that she and her sister be allowed to take special courses on Saturdays even though it will mess up the entire family's weekends for the whole term.

Art

If Jennifer only had to go to school 3 days of the week, she'd draw and skate on their ice in the backyard. Jennifer says she likes drawing houses and scenery and has done so all her life. She puts her drawings on the wall afterwards. Her parents said that she drew a house once and her grandmother thought it was pretty nice and so she's done them ever since. When Jennifer was asked to recall an example of when she couldn't figure something out, she talked about how sometimes when she's drawing houses it doesn't really come, it doesn't really look right. She draws in her spare time a number of times during the week.

Besides wanting to be a teacher, Jennifer thinks about becoming an artist. She'd like to be really good at art. She said that her Grandma paints with oils, and she doesn't know how she does that, like getting the brown and black where the shadows go.

Recently Jennifer almost had the opportunity to take a theatre course with stage decoration and make-up and everything. She said she'd like doing that too as well as acting out plays. Instead of the theatre course she got to take a pottery course. She said she likes doing it and shaping all the stuff and the teenager teacher is fun.

Jennifer said that when the teacher showed them how to do caligraphy at school that she was the best at it. Also, because

Jennifer's handwriting is so good, the teacher usually holds up her work to show the rest of the class what theirs should look like. Jennifer says that she likes her own handwriting.

What makes her different from other kids, Jennifer says, is that she does spool knitting. She makes pillows out of it that are kept and used at home.

Abilities and Interests

Jennifer's mother says that if she needs something done around the house she will always ask Jennifer because she's better and faster at doing things, so it's easier that way. Their father, however, tries to ask the sisters equally so that the other twin won't fall behind even more. Jennifer will also offer to help without being asked.

Jennifer always does her own homework for herself, whereas her sister will always try to get her parents to do it for her.

Jennifer says that when she needs a good idea for a story, it usually just pops into her head. She said she's doing a little book for Young Authors right now and she's really good at that. Jennifer said that she writes at home, she starts stories and never finishes them, she just writes poetry really about anything she's thinking about then.

Math is something that Jennifer would like to be good at. Math and art are her favorite subjects. Jennifer says that she likes math and the higher parts in her class seem kind of hard but she'd like to learn it and know how to do it, but not really go through all the learning.

Jennifer's parents said that she did very well in a trampoline course she took last term. Jennifer said that she'd also like to be good at the parallel bars in gym.

Jennifer's teacher says that she is a good average student. While not big on originality or imagination, she would always get B's. Her work is always meticulously done. She has good command in language arts with grammar, punctuation, and sentence construction. Generally she has good control in language arts and in art. Jennifer's teacher says that in school work, Jennifer and her twin sister are evenly matched.

Jennifer's parents say that she reads a lot -- stories about kids, for example, about a girl with a bratty little brother. Jennifer has told her parents that she would like to have a library at home and she wants to be in charge of it. Her parents say that she is very orerly and keeps all her stuff in boxes under the bed.

Jennifer said she always wanted a horse and then they finally got one but they had to share it and besides that, it bucked her off. She'd like to have a horse of her own.

For daydreaming, Jennifer mentioned that she had daydreamed about parachuting that she had seen on television. She always wanted to sort of fly but doesn't know why. But she's always wanted to be up in the air, and sort of fly, without mechanical aids or other things.

Friends and Social Life

Jennifer's parents say that their daughters don't like going out too much. They're pretty happy just staying at home. They don't associate too much with other kids. They're really picky about their friends. If they don't like somebody they just don't bother with them at all. If they get along with them, if they play good, it's alright. They don't like bossy kids at all. Jennifer's parents think this is mainly because they can't talk back so they just give up, they don't bother to stick up for themselves. They'd rather just not bother at all if they can't get along okay.

Jennifer says she doesn't like it when the person she's working with tries to take over everything. She recalled making a book with another girl. She was going to write the story and the other girl was going to draw the pictures of people to illustrate the story. But then the other girl said that she would help Jennifer and help her spell the words and everything.

When asked if there was anything that was a constant nuisance, Jennifer talked about a girl in her class who always bugs her and pulls her hair. Jennifer says that the girl is jealous, always wants to stay on top, but isn't really best at everything. Asked if she retaliates, Jennifer says that yes, she teases her back and calls her a certain name that must have some implicitly insulting connotation.

When Jennifer has a friend over they generally play school. Jennifer likes marking work and helping people with their work.

Wishing and Prayer

When Jennifer was asked if she uses wishing, she said: "Yes, lots of times. I wish and then I tell people and they maybe get it for me. I wished for a horse and when we had a farm we got it." Asked if she might use wishing when she wants something to happen, Jennifer said "yes". Asked if she might use wishing for a test at school, she answered: "Yes, I wish that I get it right when I'm doing it, like when I get stuck on a question."

Jennifer said that she uses prayer when she doesn't get something or when she's upset. She uses prayer to get strength and support. Jennifer's parents acknowledge that Jennifer believes in God and uses prayer. The girls started going to Sunday School 2 years ago and Jennifer has been particularly influenced by it. The other girls don't really bother with it. Each night, however, Jennifer will go to her parents and ask if they've "let God into their hearts tonight". Her father will typically answer that he has but that but that her mother hasn't. Jennifer will then get very angry with her mother.

Family and Early Childhood

Jennifer's parents don't recall anything special in the way of toys that the girls preferred when they were little. They just played with whatever was there. They played together. They didn't demand adult attention. They were quite content to play with each other most of the time.

At their previous home, the girls had teenage cousins to tag along with to go skating or to go downtown or whatever. Jennifer still writes to her Grandma. Generally the girls enjoy going along with their parents to do whatever they're going to do.

Holly

Holly is described by her teacher as an especially shy girl who never speaks above a whisper and who is at the top of the below average group. Holly says she's not good in math or language arts but the math comes a little quicker. At home she writes poems and songs and does impromtu plays with her friend. Most of the time, however, she watches television. She'd like to take piano lessons and she'd really like to go swimming.

Holly's Response to the Interview

Holly said "What do you mean?" as her initial response to 7 of the interview questions. In response to 3 other questions she said "I don't know" or "I can't think of anything". For one more question she paused a long time and then asked to have the question repeated.

At the end of an interview, the interviewer always said: "Do you have any questions that you would like to ask me about the interviews or about the study?" Holly was one of the few children that did. She asked "What are you doing this for?" and afterwards, "What are you going to do with all this stuff?" When the interviewer referred to kids being able to "move things around in their heads", Holly said: "Oh yah, I do that sometimes. Like when the teacher puts quiz questions on the board sometimes I'll just sit there and move things around in my head."

Work Habits and Leisure Time

Holly's parents commented that recently they'd thought about cutting down her TV time. They had found that she wasn't paying too much attention to the television and she wasn't hearing what you were telling her. She'd bring out 5 or 6 things, start one, and not finish any in front of the television. Holly has recently begun attending a Tuesday evening Sunday School group and otherwise is usually occupied with TV. She will even get up very early and lie down on the chesterfield only half awake with a blanket and watch TV.

Holly's parents think that she doesn't put very much thinking time into her homework. If it doesn't come she'll just slough it off. Like in math, she'd say: "I need help with this" or just push the book over. She likes to give up on things, to put it aside and say "I can't do this."

In the last 6 months she has tried to do things in the kitchen but likes to jump ahead and not read the directions. She always gets stopped and told to read the instructions. Her parents say you've got to get her to slow down enough.

Abilities and Interests

Holly's parents say that she's interested in everything and always wants to know "why". She likes to pick things apart in terms of why do they work, why do they go like this, and why does it work.

The Sunday school evening class has also raised a whole host of questions. For each week they have to memorize a Bible verse and read a chapter and be able to say what happened. Holly's parents say she asks about Jesus and what she hears. She wants to understand about what she hears.

Holly seemed to have trouble with the concept of "daydreaming" but when pushed she talked about how she sometimes thinks about going to Saskatchewan where her grandmother is or about the Sunday School evening and what it will be like.

At Christmas, someone showed Holly how to play a song on the piano. She learned it very quickly and was very excited. She'd like to take lessons. Her parents are aware of this excitement but comment that there isn't much point in lessons if you don't have a piano. They'll get a piano when they're able.

Holly writes poems and songs. When her parents were asked if they ever read them, her father answered: "You can't get away from them. She'll read them to you or sing them to you. They recalled on a long drive at Christmas that Holly and another little girl took the tune of a song on the radio and made up Christmas words for it.

When Holly has a friend over they'll take old hats and clothes, make up impromtu plays, and put on shows for Holly's parents.

Holly says she likes drawing and uses a dull pencil to sketch with. Last year, at another school, she had an art teacher who would put a number of things on the table and have them sketch whatever they preferred. But Holly says she isn't good at it anymore. Her current teacher also says she isn't good in art. Holly would also like to be good at ceramics and would like to get into a pottery class.

Holly says she sort of good at gym and likes the rings best. She says she started swimming two years ago, likes it, and would sure like to go . . . but it's too late in the evening by the time her Mom gets home from work, has a rest, and makes supper.

When asked about when ideas come more quickly or more slowly, Holly said they come quickly for writing letters and slowly for writing sentences for descriptive paragraphs like they were doing in school that day.

When Holly's parents were asked what Holly is most curious about or fascinated with they mentioned a science program on TV that deals with things like sound, motion, and vacuums. At the end of the program there are mystery clues intended to get you thinking. They say that Holly often talks about the program after, or in response to the "mystery clues" says: "That's silly, anyone can figure that out."

Holly's parents also commented that Holly has always enjoyed making things out of junk -- that whenever something was destined for the the trash can that Holly would rescue these things and make them into attractive, functional objects.

Wishing, Willpower, and Prayer

Holly says that wishing sometimes works. She said she uses wishing "all the time. When I need something I sort of wish." Holly said she also uses willpower. She says that when she's running and wants to stop, she won't, she'll run as far as she can. Holly said that she says her prayers every night and it sometimes helps. Her mother said she taught Holly to say her "beddy-bye prayers" when she was little.

Family

Holly is an only child. Her stepfather has been with the family for a year. Holly also enjoys her grandparents who don't live very close. Her mother says Holly enjoys the attention they give her since her grandma, being crippled, devotes her entire attention to Holly when she's there. When Holly was asked what she'd like to do if she only had to go to school 3 days of the week, she said she'd like to go and visit her relatives.

APPENDIX P - RULES FOR SCORING THE CASE STUDIES

Willpower

Group 3: When asked if he/she ever uses willpower, the child responded by saying "yes" and then either gave an example of when or else expressed the concept of willpower in their own words.

Group 2: The child responded with some degree of indefiniteness or slight negation and did not give an example. Responses were: "Yah, I think so"; "Sort of, I'm not sure"; "Sometimes, but I usually ask God to help me."

Group 1: The child responded in the negative. Responses were: "No"; "No, not really"; "not too often".

Wishing

Group 3: When asked if he/she uses wishing, the child responded affirmatively and expressed confidence in or enthusiasm for this process by:

-indicating that he/she uses wishing "a lot", "all the time" or "lots of times";

-indicating that, yes, it works;

-outlining the specific strategy used for implementing wishing successfully.

Group 2: The child responded in the affirmative but with some uncertainty, reticence, or ambivalence, e.g.,

-"don't know, sort of wish sometimes";

-"yah, I wish for all kinds of things. It doesn't work."

-"Yah." "Does it work?" "Sometimes."

Group 1: The child's response was "No."

Prayer

Group 3: When asked if he/she uses prayer, the child responded in the affirmative.

Group 2: The child responded with some uncertainty, ambiguity, or slight negation. Examples of responses were: "sometimes", "sort of", "don't usually, sometimes, and I wish".

Group 1: The child's response was "No."

Inclination to Wonder or be Impressed

Group 3: In response to the questions about what "puzzles" them and what "surprises" them, the child gave two qualifying* responses.

Group 2: The child gave one qualifying response.

Group 1: The child gave no qualifying responses.

*Qualifing Responses included those relating to the "how's" and "why's" of aspects of the following: animals; nature; people's behavior and attitudes; creation; evolution; life after death. Non-qualifying responses were concrete, restricted, specific events, e.g., "couldn't trace a catelogue number," or "I can't think of anything."

Entertainment Through Self-Created Fantasy

Group 2: Parent or child reports on the child's use of any of the following:

-make-believe play-acting with another;

-"world-of-their-own" play and fantasy with little figures or other toys;

-rich daydreaming involving visualization of invented, detailed events.

Group 1: Neither parent or child report on child's use of fantasy play, make-believe play-acting, or rich daydreaming as a source of entertainment.

Humor

Group 3: Parents and/or teachers report on the child's use of humor.

Group 2: Neither the presence or absence of humor surfaces as a characteristic of the child.

Group 1: Parents deny the child's use of humor and indicate the child's inability to understand or tolerate being teased.

Success with Friends

Group 3: Interaction with friends is of very high priority to the child and others describe the child as being popular.

Group 2: Although interaction with friends is not of extremely high priority to the child, the child is described by others as being very competent in socializing with peers. Also, the child does not express any dissatisfaction regarding friends, their quality, or their availability.

Group 1: Either contact with friends is more limited and/or dissatisfaction with or lack of ease with friends is indicated or expressed.

Success with Parents

Group 2: No dissatisfaction is expressed regarding parents' provision of opportunities and the child does not seek out or express a wish for the attention of relatives outside of the immediate family.

Group 1: There is indication that opportunities desired by the child are not provided by the parents and/or the child desires attention from relatives outside of the immediate family.